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**A Comparative Research on Affective Education
in Taiwan and China
-Case Study in Primary Schools**

by

Chia-Fang Hsu

**A Thesis submitted in partial fulfillment of the requirements for the degree of
Doctor of Philosophy in Education**

University of Warwick, Institute of Education

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Declaration

I declare that this thesis is the author's work and has not been submitted for a degree at another university.

Furthermore, part of the work in this thesis has been discussed in the following paper, "PSHE, Pastoral Care and Special Concern to Pupil's Emotion Problem", delivered at the Conference of Life Education in National Chuan-Hua Normal University in 2002.

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Abstract

The aim of this study was to investigate the nature and development of affective education in the Chinese context, the way it is translated into primary education, and how it is perceived by teachers and pupils in Taiwan and China. In this study, the term 'affective education' refers to all the planned or hidden curriculum provided to enhance pupil's affective development, based on which the empirical research was conducted focusing on teachers and pupils in year 5 and 6 in twelve primary schools in Taiwan and China (six in each country).

The study comprised five stages. First, some psychological theories of affect were reviewed in an attempt to explore what the definition and the scope of affective development is, its implications for education, and some models of the place of affect in it; some Chinese literature was reviewed in terms of different approaches to affective education found in a Chinese context. This was followed by the examination of how affect is perceived in Confucianism, a key philosophical influence on the culture, and its impact on affective education in Chinese context. After that, the evolution and practice of moral education in both countries which was influenced by Confucian culture was considered, as well as school guidance systems which were introduced from the US, as these were seen to be the most obvious early manifestations of affective education in these two countries. It was then followed by the detailed introduction of the recent ongoing reforms in both countries, as they represent the latest evolution of affective education and the context in which this study is conducted. Finally, the current picture of how affective education is delivered and perceived in twelve primary schools in both countries was investigated, and the data generated by this investigation was analysed.

The main finding was that the significance of affective education is widely recognised by teachers and pupils and a variety of initiatives is conducted to deliver affective education in primary schools in both countries, additionally several difficulties that teachers encountered to deliver affective education were identified. Also great similarities of the current situations of how affective education is perceived and delivered in both countries. Given that only twelve schools were involved in this study, more research is needed to validate and extend the present findings, and to explore the topics that was not possible included in this study.

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CHAPTER ONE

1 Introduction

1.1 Concept and Definitions

The research described in this thesis investigates the various manifestations of affective learning in primary education in Taiwan and China. Its aim is to explore the manner in which theories and policies of affective learning are translated into practice in schools, and to identify teachers' and pupils' perceptions of it in the primary sector in both countries. For whilst it is generally assumed that schools are responsible for the personal and social development of pupils as well as their intellectual and physical needs, the affective dimension of their education seems to be a neglected aspect in the field of educational theory and in the current research at the primary level in both Taiwan and China. One specific area of research which has not been developed is the examination of teachers' and pupils' needs and perceptions in relation to this topic. In both countries, previous work in the area of affective development had mainly focused on secondary schools, with much less attention being given to primary education. Though some theoretical and empirical work investigating the formation of personal identity and the socialisation of primary school children has been undertaken in these two countries (Ho & Yeh, 2002; Ng *et al.*, 2002) yet, to date, there is scarcely any research that examines the ways in which pupils' well-being and personal and social needs are catered for (Ng *et al.*, 2002). In fact, most of the research conducted has been directed towards disruptive behaviour management and towards understanding the social problems that disruptive students

might experience and create (Ng *et al.*, 2002). Although in both Taiwan and Mainland China, care and concern for the welfare of pupils has always been given some degree of recognition by schools, the preoccupation with providing a good academic education and securing excellent results in examinations has tended to eclipse the affective aspect of education. Thus, in spite of a number of educational reforms in Taiwan and China, which stressed the importance of schools recognising and responding to the affective needs and development of their pupils, as well as attending to the cognitive and technical aspects of both curriculum and pedagogy, yet this aim has remained in the realm of rhetoric and had little connection with the reality of schooling (Ou, 1997). According to Erikson (1994), the primary school years from age six to twelve contribute greatly to the formation of the personality and the socio-emotional development of children, and thus development at this stage is likely to significantly affect both their socio-emotional and intellectual competence at later stages. Therefore, it is also likely that adequate affective care could be a significant factor affecting the formation of their personality and contributing to their future. However, before more effective approaches which take account of the points above can be developed, an understanding of the current situation of affective education at the primary phase needs to be developed, not only for the contribution such endeavour can make to educational theory in the Chinese domain, but also for its potentially significant implications for school practice and societal development.

In this study, when the term ‘affective education’ is used, it follows some writers’ ideas and refers to both the planned learning experiences and the hidden curriculum within educational processes that promote the affective development of students; it is concerned with the formation of pupils’ feelings, beliefs and attitudes, and is

coupled with the gradual increase in knowledge and competence which would allow them to deal with their emotional states, interpersonal relationship and personal and social issues (Marland, 1980; Lang *et al.*, 1998). Affective education is related to the non-cognitive dimension of pupils' development, and is generally involved with their moral, spiritual and value-oriented growth. In this study, I will be using 'affective education' in the specific meaning conveyed in the following definition which identifies it as 'a significant dimension of teaching and the educational process, and is concerned with the feelings, beliefs, attitudes and emotions of students, with their emotional literacy, interpersonal relationships and social skills' (Lang 1998, pp. 4), and this definition will be used as the working definition throughout the current study. However, it is important to be recognised that its main use is as an umbrella term with classificatory power which is not generally used at a school level in the countries represented; thus, the concept of affective education subsumes various terms which refer to a range of ideas and activities including guidance and counselling, moral education, emotional literacy etc., all of which are seen as contributing to the affective growth of students, and relate to the affective purposes of education.

In a Chinese context, various approaches, which fall within the scope of affective education as defined in this study, can also be identified. In Taiwan and China, due to the influence of Confucian ideas, which were expressed through clearly articulated moral components of culture, a situation which existed for over two thousand years, moral education can be seen as the origin of what is now identified as affective education in Chinese society. However as western ideas began to influence Chinese society with psychological and counselling perspectives being applied to education, moral education gradually lost its high status in relation to the

promotion of pupils' affective growth. Consequently, moral education has become part of affective work of school with guidance or educational counselling equally significant. Furthermore in recent years, some ideas and practices, which are based on a holistic approach have been integrated in the curriculum reform which has come to be known as 'Life Education' in Taiwan and 'Quality Education' in China. Both involve new curricula and pedagogical approaches with the intention of revitalising the non-cognitive function of education which had become increasingly neglected. All these activities share different affective responsibilities, and represent the evolution of affective education in primary schools in Taiwan and China on different time scale, and more detailed introduction of these activities will be presented in the later chapters.

Although as mentioned, moral education, guidance & counselling, life education and quality education as defined in the relevant literature come very close to what is referred to as affective education in this study, none of them completely matches the area the present work intends to investigate. By choosing to use the term 'affective education', this study seeks to draw attention to the role of the affect in the educational process, and deal specifically with its contribution to student outcomes, on both the social and academic levels. The study has taken the concept of affective education to incorporate everything the school does in order to raise students' awareness of theirs and others' emotions, and of the role these play in the formation of beliefs, values and attitudes, as well as in the development and maintenance of relationships, decision making, problem solving, and in conflict resolution. Affective education is seen as an umbrella term encompassing all those elements of the terms mentioned above that contribute to the affective development of students, and promote the attainment of their affective goals. Part of the premise of this research is

the belief that to ignore the range and complexity of all the different factors that impinge on students' affective experience within and beyond the school environment, and to focus instead on only one or two dimensions, would result in overlooking a large part of the students' affective needs, and offering a narrow, restrictive and incomplete version of affective education.

Within this particular research there are two distinct but interwoven themes to be looked at. The first theme looks at the various practices and dimensions existed in the primary education that can be said equivalent to what is referred to as affective education in this study in both Taiwan and China. The second theme considers the perceptions teachers and pupils have in terms of the need, efficacy and future comments for affective education. There are few hypotheses that underlie these themes. The first hypothesis put forward is that the concern for pupil's affective dimension has always been a significant part existed in both the educational philosophies and systems presented in various forms in the Chinese context till now. The second hypothesis that is explored is that the importance of affective education is given significant recognition demonstrated by means of teachers' and pupils' perceptions towards it and its permeation into every aspect of everyday schooling. The final hypothesis that is put forward is that although affective education has been given significant recognition, it is still somehow left aside in the primary education.

1.2 Rationale of the Study

The rationale for this study is based upon a series of questions which need to be tackled in order to highlight its underlying purpose.

1.2.1 Why Research Affective Education?

The French Historian Fernand Braudel described the era we are living in as a time that ‘breaks the old cycles and the traditional customs of man,’ (1980, pp. 215) full of rapid and dramatic changes. Living and studying under such circumstances can afford the individual with more freedom and increased choices but it also increases personal responsibility, insecurity, anxiety and confusion, all problems which could prove too daunting for certain people and cause great distress in communities and societies as a whole. The steep rise in the amount of patients with some form of psychologically related problems world-wide illustrates the effect of the increasingly complex external factors and pressures facing people today. According to the World Health Organisation, depression is expected to surpass heart disease and cancer and is set to become the world’s most pervasive serious illness by the year of 2020 (Popovic, 2002). From the year 1997, of all the administrative regions of Taiwan, injuries and death caused by suicide and self-harm have been listed as some of the prime causes of death as yet (Ko *et al.*, 2002), and research has also shown that this is also a concern in Mainland China.

Unfortunately, the rapid change of customs and society does not just strike the world of adults; young people seem especially vulnerable to the effect of the increasingly complex nature of the society, and the conflicting influence of different cultures and the media, furthermore unstable socio-economical situation, and the apparent loss of a value consensus, combined with the breakdown of traditional support mechanisms such as family support networks cause yet more distress. In recent years, research findings demonstrate that there is a growing number of cases demonstrating that young children’s health is being damaged by suffering from the crisis of emotional breakdown owing to finding themselves marginalised from society, faced with

problems of unstable families, child neglect and abuse, inappropriate parenting skills, poor academic performance and low expectations etc, which are only some of the factors that contribute to this social problem. The situation that more and more children and young people are living in involves an unfavourable environment where functions of families, communities and societies are fragmenting and care, support and security are at best only minimally present; in addition, children's needs remain unmet and they are trapped and left to struggle with all the rapid changes and pressures on their own. As a result, various emotional and behavioural problems, such as unhappiness, aggression, substance addiction, violence, truancy, vandalism, delinquency, and damaging health practices, are escalating.

An alarming indicator, which illustrates the severity of the situation described above, is that the age of these 'high risk' children is getting lower, and this is so whether in the continent of America, Europe or Asia. In England, health department figures from 1995 reveal that "the number of children below 10 admitted to hospital for mental illness has leapt by 50 percent in three years, and the rise amongst children aged 10 to 14 has been almost as steep. Similar research findings showed that in 1981, there were only 168 suicides committed by children aged below 14 years old, yet, in recent years, it has jumped to the second most frequent cause of death for adolescent in the United States (Ko *et al.*, 2002), and this situation also applies in the context of Chinese society. In Taiwan, the number of deaths of young people aged from 15 to 24 occupied more than 5.64 percent of the totality in year 2000, and is still increasing at a significant rate every year (Ko *et al.*, 2002).

These findings have serious implications for the families of these children, but also for society as a whole. It has been argued that emotional and behavioural difficulties

in childhood are closely related to problems such as depression, delinquency, antisocial behaviour, substance addiction or violence in the later stage of life (Loeber, 1990; Moffitt, 1993). It would appear that when emotional and behavioural problems which emerged in childhood are left untreated, they will accumulate and trigger the occurrence of more devastating and long-lasting consequences. Research findings showed that those children with a history of mentally related problems in their childhood are more likely to commit crimes such as violence, murder, rape, robbery and become addicted to taking drugs and consuming alcohol.

The facts presented above suggest that there is an urgent need for an educational and systematic approach that will be able to reach students and be of help in addressing the problems facing them. Yet such remedial action is far from being the only purpose of affective education that will be emphasised in this study. As Murray concludes 'rapid and profound social changes most notably the erosion of traditional values, breakdowns in family childrearing practices, and massive contraction in the youth labour market, render it ever more important for schools to intervene in the social process defining the transition from adolescence to adulthood' (1998, pp.29). Schools and other institutions with planned and systematic curriculum and activities, safe and well-designed campuses, and trained teaching staff, seem potentially to be some of the best places to offer children balanced and comprehensive personal and social education as well as various guidance to cope with diverse and changing situations that will impact on them during the transition from childhood to adulthood. Of course, it can be argued that what should not be underestimated during this transition is the importance of the influence of family and community, and even the best affective programme can not and should not replace them, but rather that it should work in conjunction with them as an integral part of the educational process.

It is likely that the majority of young people would benefit from a clear planned affective programme at school, which on the one hand, identifies the nature of their problems, and responds to them, thus helping to avoid the accumulation of problems and their nefarious consequences; and on the other hand, there will be some children whose problems are so serious that they can be offered only limited help by schools. Beyond its remedial function, affective education should offer support, care and the necessary knowledge and skills essential to a better understanding and mastery of the self and developing personal and social competence in order to cope with the challenges of future life. Therefore, it is possible to maintain that a well designed affective programme can help children to be more effectively in charge of their lives and that it has a key function in education.

As a result of the situations presented above, there has been an increasing concern given to caring for the affective dimension in primary education in both Taiwan and China. A number of practices and initiatives have been launched by current reforms, the majority of schools have included various affective activities within the school curriculum, and a growing amount of literature and papers on this topic have been published. It appears that these reforms are mainly designed by the officials, policymakers and academics at the top, who might not have clear ideas of what is happening in schools, the manner with which classrooms are operated, are in touch with how teachers' and pupils' are feeling, and what kind of help and support they might need, and accordingly, a gap might have occurred between what is planned at the top and how it is executed in schools. Moreover, not much of the existing literature is based on a comprehensive investigation of these practices; neither do they explore how teachers and pupils really think about affective education. Hence such situations draw an urgent need to research these issues in order to demonstrate

teachers' and pupils' real needs and opinions, and ensure that they are taken into consideration in future policies.

1.2.2 Why Research Primary Section?

As already stated, affective education tended to be given a low priority within the Chinese educational systems investigated in this research, it appears that a limited amount of attention was given to the examination of the place of affective education in national education policy, school curriculum and the actual nature of affective education practiced at school, let alone an examination of pupils' and teachers' affective needs. This was the characteristic of the educational field as a whole, but was more pronounced in the primary sector. An indication of the situation in which affective education was excluded from the mainstream of Chinese educational concern, especially in the primary sector, is that there appeared to be an absence of research or references related to topics about affective education, pupils' affective needs, teachers' responsibility and affective curriculum etc. Although a few papers and studies, which could be connected to what we call affective education in the early years exist, a more careful examination shows that these references and studies either used almost exclusively the secondary phase as a point of reference or as a research location; or else they fell to a purely theoretical domain based on a traditional Confucianism point of view, or, in some cases, reactive and remedial psychological perspectives; some, however, were mere propaganda and crammed with rhetorical statements about the importance of fostering pupils' affective development, yet still failing to provide any critical analysis or practical suggestions. The lack of empirical studies and papers in the primary sector not only reflected the lack of importance affective education was given, but also highlighted the ensuing

vicious circle where the low status given. This resulted in the deskilling of teachers' affective competences and the importance of teachers' affective responsibility was thus ignored.

In recent years, this situation has been changing, as the affective development of students is now highly valued and is claimed located at the heart of the ongoing educational reform in both Taiwan and China. More and more work relating to affective education has been activated and an increasing number of relevant publications and studies are available. However it seems that within all the publications that exist or the studies that have been conducted at all levels, most are either aimed at inventing practical lesson plans and activities etc, or fail to go beyond the concern for the whole child maxim, or tend to repeat old slogans about the pressing necessity for developing children in a holistic approach. Very few of them involved an examination of pupils' and teachers' viewpoints and affective needs, or contained critical analyses and insights in relation to the effectiveness of current policy structures; nor did they provide the theoretical bases which are required as a starting point for building a comprehensive approach to affective education in these Chinese contexts. Another reason for the urgent need to focus on primary phase in this study, is that although affective education is now located at the heart of educational reform, key points such as the consensus with regard to an appropriate theoretical framework, its aims, objectives, content and methods of delivery, are still absent.

The problems mentioned above have left teachers and schools in confusing and difficult circumstances, as without explicit guidelines, enough knowledge and understanding of the actual nature of affective education, as well as clear definitions

of good practice for teachers and schools to follow, it is likely that hardly any concrete and comprehensive affective education activities can be undertaken, and that pupils may even be damaged by poor practices and low efficiency that schools offer. In order to clarify the confusing contexts that teachers and schools encounter, there appeared a real need to conduct a detailed investigation into affective education at the primary level and to identify, through research which sought to develop a clear definition, the variety of activities that can realistically be referred to as affective education and which provide a stronger base for practice. As an element of this, teachers' and pupils' perceptions will be investigated, some misunderstandings and misapprehensions will be clarified, and critical analysis of present policy undertaken and ideas for more effective practice presented. As Best (1995) has aptly put it, 'to explore the concepts we use in both our descriptions and our prescriptions for schooling is more than academic self indulgence. It has the potential to clarify action as well as thought, and to contribute insights which guide and inform educational reform'; this, in effect, is what the present work seeks to accomplish.

1.3 Research Questions

The purpose of the study is to investigate and illuminate the current practice of affective education in the primary schools of Taiwan and China in the context of Chinese culture. By adopting a comparative approach, I shall focus on Chinese perceptions of affective education and highlight the manner with which it is interpreted and achieved and illustrate how teachers and pupils' view its value and efficiency. In doing so, I will take into account the diverse socio-economical contexts of both countries, paying particular attention to the following questions:

Aims of Affective Education in Taiwan and China

- 1 What are the affective aims set to primary education whereby primary schools develop their own affective education in Taiwan and China?
- 2 In what way are these aims translated into primary education in Taiwan and China?

Teacher's Perspectives

- 3 To what extent are affective aims endorsed and acted upon by individual teacher in primary education?
 - 3.1 What are teachers' perceptions with regard to:
 - (a) how the affective education is perceived
 - (b) the need for the operation of affective education
 - (c) their feelings about pupil's affective qualities
 - (d) their perceptions of the effectiveness of the methods and techniques used for the delivery of affective education?
 - 3.2 What are the difficulties and supports that teachers encounter in the process of implementing affective activities?
 - 3.3 What aspect of need do they require most in the process of implementing affective activities?
 - 3.4 What is the relationship between affective education and the ongoing educational reform?

Pupils' Perspectives

- 4 What are pupils' perceptions towards the affective environment their school is?
What do they like or dislike about their schools?
- 5 What are pupils' perceptions towards the affective activities implemented at schools? How do they like those activities?

Comparisons between Taiwan and China

- 6 In what ways does the practice of or teacher's and pupil's perceptions towards affective education differ in Taiwan and China? What factors underpin any perceived differences?

1.4 A Brief Outline of the Research Design

In this research the affective education currently manifested at the primary phase in the education system of Taiwan and China was analysed and compared. It was as a result of the identified need to examine the affective function of primary education and to respond to the shortage of empirical research on this issue in Chinese society that this research was designed. This research is descriptive empirical as well as comparative in nature, it aims to investigate the affective development in the primary sector, and examine how well and through which channels do schools meet children's affective needs in two representative regions-Taiwan and China. The reason for conducting this study on a cross-national basis was on account of, on one hand, the distinctive historical background of each region; and on the other, due to the numerous advantages of comparative studies. Being two representative regions of Chinese culture, Taiwan and China originate from the same culture but embarked

on political separation which resulted in a total shutdown for communication and in the last fifty years significantly different developments with regards to politics, society and economics. Recently, the channel for cross-regional linkage in all aspects has been opened up, and with scant knowledge of each other, the need to enhance mutual understanding through research is more compelling, including the educational dimension. Affective education is not a new concept for the educational systems in both regions, the adoption of cross-regional research offers researchers broader and fresh insights as well as a deeper understanding on educational processes than is available when education is considered in a single country, for knowing an educational system in depth is only possible by contrasting it with others; unless we are aware of what happens elsewhere we are unable to identify what is unique to the subject. Comparative research can also suggest possible directions that could be followed or which the researchers may not have been aware of previously; furthermore, comparison forces researchers to look at a total context and enable them to discover the greatest number of factors that are interactive and interdependent, which normally will lead researchers to new perspectives. Finally, comparison enables us to draw lessons from other countries' educational experiences, and give us a means to identify not only the similarities and differences of the areas being investigated but also provide the explanations for significant similarities and differences. It was these factors that made comparative approach the most appropriate for this study, in the hope to achieve greater depth and analytic insights in relation to the effect of a Chinese cultural context.

The research is centred upon the question: 'what is the state of affective education in the primary school in Taiwan and China today and how is it perceived by teachers and pupils?' In order to find out the answer, a case study approach was adopted as

the main method in this study, combined with observations, semi-structure interviews and data analysis in the later stages. Case study was considered as the main approach to undertake this investigation due to two reasons explained below:

1. As mentioned previously, affective education is relatively a new and undeveloped area within educational system in both Taiwan and China. For although the term ‘affective education’ had always appeared in the official discourse or guidelines, in the practical context or everyday educational process, it had been long neglected and paid comparatively less attention than other educational components had. It is this situation that has caused a shortage of relevant literature or research data within Chinese context, not to mention the findings on comparative basis. Especially due to the political separation, there appears a compelling call for promoting mutual understanding through research. Due to these reasons, it was suggested that the similarities and differences in both countries provide enough common ground for meaningful comparisons to be made and thus enhance mutual knowledge.
2. Cultural difference was another reason for applying case study in a qualitative approach in this study. From observing primary schools and talking to relevant educationists, I was able to gather a sense of the culture and inside schools, indicating that people involved in schooling tend to demonstrate ‘best performance’ to visitors and give ‘positive explanation’ towards the questions the researcher raised due to the ‘saving face’ culture. It appears that teachers in China tend to give ‘polite answers’ which might influence the validity and reliability of the data obtained from questionnaire. And accordingly, it might be more appropriate if the researcher can employ multiple skills such as

observation and interview, not only to gain a complete picture of the respondents' response and reactions towards the topic, but also in order to provide sufficient data for triangulations.

As far as empirical work is concerned, this study was undertaken in several stages. First a wide-ranging documentary survey was conducted with regard to affective policies, affective programmes, relevant research materials as well as the official and non-official discourse in schools prospectus and official guidelines in both focus regions. The collected data were analysed textually and formed the basis for providing an initial knowledge of the nature of each region's educational environment, how affective education is perceived and delivered at both school and official levels, and any distinct similarities or differences that can shed a light on producing meaningful comparisons in the later stages. Next followed a series of informal interviews with selected schools and relevant academics and policy makers in Taiwan and China. It was hoped that by doing so, the phenomenon in context, how affective education is perceived and experienced by those involved in pedagogy, and some valuable insights into routines and everyday process of different educational systems, would be captured and analysed, and comparisons made with the data obtained from textual analysis. All the findings and concepts acquired at this stage provided a basis for the main design of the case study that followed. The third stage was to conduct case studies in 6 schools in each country, and two classroom sessions were observed in years 5 or 6 in each school, coupled with several semi-structural in-depth interviews with teachers and pupils soon after the observation was finished. Finally, after all the data was collected, classified and analysed, the empirical research then concluded with a second round of interviews with teachers, policy makers, and academics in order to invite their comments on the findings

obtained from the previous phases. These interviews were held in order to help clarify dubious data, clear up misunderstandings, and follow up issues that emerged during the process of analysis, and hopefully rectify the subjectivity and mistakes of researcher's interpretation of the findings as far as this was possible.

During all stages of the empirical study, the participants' anonymity were safeguarded, and their views were treated with strict confidentiality, it is hoped that the objectivity of the feedback obtained from the second round of interviews was not affected by the possibility that the respondents were trying to create polite views rather than true opinions.

This study was conceived with the aim that it would shed light on the current state and prospects of affective education in the primary sector in Chinese context, that is to search for a meaningful connections between western experience and Chinese culture, and examine how the perceptions, beliefs and attitudes of those involved in the delivery of affective education shape the programme to meet students' needs. By approaching different sources of data, it was hoped that the findings of this research could examine the topic from a variety of angles and present a clearer and objective picture of the phenomenon from a macro point of view. Cross-cultural comparisons on affective education in the primary phase under Chinese context is still a virgin land for research, and this research is by no means the definitive study on this topic. Although several facets of affective education have been discussed here, more in-depth follow-up research needs to be continued on those aspects which were only given limited examination in this study, and hopefully the present findings will not only provide valuable information and possibility to those involved in policy making, schooling or curriculum design to improve their affective provision to students in all

ages, but also encourage others to extend further investigation on those areas that were not touched upon here, and consequently school's affective efforts can be more effectively organised to take care of pupils' affective needs in the long run.

1.5 An Outline of the Thesis

The thesis is organised into eight chapters, as follows:

Chapter Two begins with a definition of several terms related to the affective dimension, and then discusses a number of contemporary theories of affect and emotion, affective development, and the relationship of these with personal, social and moral development extracted from relevant literature. The second part of the chapter explores the relationship amongst affect, affective development and education, and ends with a brief introduction to a number of systems which involve elements of affective education.

Chapter Three begins with an examination of affective education from a Chinese cultural perspective. This starts with a review of how the term 'affect' relates to major traditional Chinese philosophies and ideas that have influenced the culture for over two thousand years. Since most literature in terms of affect available nowadays is based on western theories, this part is an attempt to explore the topic from a Chinese viewpoint. This is followed by a review of the literature focusing on relevant educational systems or programmes related to affective education in these countries, the history of its development after being influenced by contemporary western philosophies, and considers the place of affect in these systems. Then, a detailed examination of the programmes and various activities that practitioners are involved in daily schooling which can be seen as examples of affective education in

the primary sector, and how the systems value affective dimension, will be presented.

Chapter Four begins with an introduction to the ongoing educational reforms in Taiwan and China, and continues with an examination of how the affective dimension is characterised and promoted in the reforms in terms of policies, official discourse and expert opinions. The data which the researcher obtained from preliminary visits in Taiwan and China are also discussed in detail. This chapter ends with discussions of the degree to which there is a basis for a meaningful comparison of the affective efforts of the primary schools of the two countries.

Chapter Five contains a detailed description of the research design. First, the research questions are presented, which are then followed by some concerns of cultural factors as well as the rationale for the adoption of multiple approaches to data collection, and a consideration of the use of comparative perspective. Furthermore, issues of access, confidentiality, validity and reliability are clarified and addressed. Finally, the chapter ends with the details regarding the time scale for performing the empirical research and the data analysis process are provided.

Chapter Six presents the data on how affective education is addressed in primary education in both Taiwan and China. The data presented in this chapter comes from three sources: documentation such as affective policies, school prospectuses, relevant literature, as well as interview materials for obtaining a broad picture of affective aim in context; empirical observations which were analysed and discussed into meaningful explanations in terms of various practices that represent the affective education in schools; interviews which provide an opportunity to further investigate issues raised during the empirical research. By combining three sources of data, it was hoped that as full as possible a description of the practices of affective

education in Taiwan and China could be produced.

Chapter Seven presents data about teachers' and pupils' perceptions towards the topic in both Taiwan and China. The data in this chapter was mainly collected from interviews in order to highlight such issues as the differences between pupils' and teachers' attitudes and perception towards an 'affective school', that whether pupils' affective needs can be met effectively, the factors that assist or impede teachers' affective efforts, and whether pupils' affective qualities can be effectively cultivated and nurtured at school etc.

Chapter Eight presents further comparisons of the similarities and differences between two countries. These then follow the discussion of the factors, if there is any, which underpins the similarities and differences. The second part of the chapter focuses on the investigation of the insights gained from data analysis.

Chapter Nine presents the outcomes, conclusions and recommendations. The first part of the research starts with a brief review of research methods, this then follows with the presentation of the research findings, including the historical review of the context and the empirical findings with the research questions presented in Chapter 1 and 5 are reviewed. Finally, on the basis of the theoretical review and research findings, a numbers of ideas for improving the practice of affective education in the Chinese context are offered, and some questions that could form the basis of future research in this area are suggested.

CHAPTER TWO

2 Affect and Chinese

2.1 Concepts and Definitions of Affect

The concept of ‘affect’ has been seen as playing a significant part in the human mind for many centuries. The exploration of its significance dates back to the work of ancient philosophers such as Plato and Aristotle and was further debated and discussed during the Enlightenment in the eighteenth-century, in the works of Locke, Leibniz, Wolff and Reid (Hilgard,1980) from a purely rationalistic perspective. These works were then followed up by Kant, who affirmed the view of persons as moral agents capable of understanding, feeling, and will and used the terms of ‘pure reason’, ‘practical reason’, and ‘judgement’ to refer to cognition, conation, and affect respectively (Hilgard, 1980). Kant’s model is known as the ‘trilogy of mind’ and his tripartite model influenced the development of contemporary psychology. However, and contrary to Kant’s initial observations, contemporary models of psychological reasoning regard each of the three elements of the trilogy as a discreet entity rather than seeing them as part of a whole. In this line of reasoning, the functions of cognition, conation and affect are seen as opposed to each other, and amongst the three, cognition is considered superior and becomes the central focus for the research, whilst affect is regarded as a disruptive force for human beings and is rarely studied seriously. In fact, it was not until the 19th century, when the German scientist Wundt set up a psychology lab at Leipzig and focused on the research of sensation and perception by adopting experimental introspection, that the concept of affect

gradually attracted the research interest of psychologists. In 1932, Bridges, whose work was based on the sequence of emotional development in the child, suggested that various emotions develop from each other in a fixed sequence, and argued that most of the primary emotions are present during the child's first years. Bridges' conclusions paved the way for further experimentation by several evolutionary psychologists and resulted in the formulation of various theories about the differing qualities of emotions, the sequences of their development as well as the interrelation between these emotions, cognition and behavioural growth; these researches all point out to the fact that emotion-related reaction can appear at a very young age or even at birth. (Young, 1975; Jensen & Wells, 1979; Izard, 1987). In recent years, much more attention has been given to exploring the domain of affect and now an increasing number of theorists agree that there exists a close relationship and dynamic interaction amongst the three domains, and that the full development of human beings involves the integration of cognition, affect and conation.

The development of humanistic psychology also extended the application of the holistic viewpoint of the three domains to the context of education and furthermore, established the link between affective development and social theory. Many theorists also concur with the view that social learning can contribute much to affective development; two major theorists whose research endorses this point of view are Lewis, who argues that emotional development is a function of maturation, socialisation and cognitive development (1993), and Averill, who believes that emotional development involves the acquisition of the social norms and rules that provide emotion with its meaning (1984). Although the psychological views discussed above are often based on somewhat differing assumptions about affective development, they provide the theoretical position which underpins the current

research, that the three domains are closely interrelated and mutually influenced, and that the affective condition also matures through the process of socialisation.

2.2 Theories of “Affect”

In the literature concerned with emotion, affect is seen as a biological and psychological umbrella term referring to a broad range of mental states, including desire, feelings, moods and emotions (Tomkins 1962, 1963; Forgas 2000; Oatley & Nundy 1996), which are used widely in daily life and are seen as alternatives in different situation. Desire is often referred to as the irrational sexual drive, as well as the various behaviour patterns stemming from physical and non-physical needs, such as sexual desire, appetite or intellectual curiosity. Feeling is the word that is most used to refer to the affective experience. It is the subjective awareness or instinct of one’s reaction to a stimulus (Arnold *et al.*, 1968; Izard, 1984). Mood, which is also widely used in daily life, refers to specific emotional feeling states, such as happiness and sadness, that appear in certain contexts and influence one’s behaviour. Compared with the previous three concepts, emotion is the term that seems most commonly used by theorists and researchers to refer to affective states. Emotion can be seen as a complex process which involves the perception of a stimulus, the production of physiological activity, an appraisal of the situation, and the expression of behavioural reaction. The discussions and researches of emotion can be found in various types of literature (Plutchik 1994) and its application has been extended beyond a purely psychological dimension.

Each concept discussed above can explain part of the affective state and it seems that the term “emotion” has been the most commonly used alternative; yet, none of these four terms can fully encompass all that affect is taken to include in the present study,

since affect here is defined as a broad and inclusive term referring to feelings, beliefs and attitudes, coupled with the knowledge and competence to deal with emotional states, interpersonal relationship and personal and social issues. In spite of this, some knowledge about the development of emotion can provide a solid basis for the understanding of affect presented in this study.

In fact philosophical discussion of emotion can be traced as far back as Plato, who argued that the soul consists of three basic energies which animate human beings: Reason, Emotion, and Appetite. According to Solomon (1993), Plato gave primacy to Reason over other energies and seemed to look down on Emotion and Appetite, regarding them as 'lower passions' which interrupt and impede the function of human Reason and have no central position in the formation of the human Soul. For Aristotle however, Emotion was perceived as a combination of a higher cognitive life and a lower sensual life. Some of the feelings generated by Emotion were seen as derived from our attitudes towards the world, which to some extent is much like the theories of modern cognitive psychology. Following Aristotle, in the age of Enlightenment, it was Descartes who dominated the conceptualisation of emotion before psychological theories developed at the end of 19th century. Similar to the cognitive approach of Aristotle's definition, Descartes viewed Emotion as something essential, a solely human affair and as independent of the physiological body. Descartes argued that Emotion originates in the Soul as a result of a stimulus from the outside world which is delivered to the Soul where it proceeds to produce not only a bodily reaction but also 'a final mirror-image feeling of all that is going on' (Lyons, 1992, pp.299). Such a feeling, according to Descartes, is exclusive to human beings and is labelled 'Emotion'.

Although the description above indicates that accounts of Emotion that ancient and Renaissance philosophers proposed are rather limited (Solomon, 1993), a review of these theories demonstrates that an awareness of the existence and significant status of emotional functions for human beings has a long history, and also shows the historical context from which the psychological theories of emotion developed. More recently, the topic of “Emotion” has been studied in many different disciplines other than philosophical, such as psychology, sociology, history, and anthropology etc., where scientists have tried to advance our understanding of its nature and function. At the end of the nineteenth century and the beginning of the twentieth century, psychological theories relating to emotion developed significantly and this, and the fact that these theories are the most relevant to my study, is the research that the following review is concerned with.

2.2.1 Four Classical Theories of Emotion

The four theories outlined below are considered as classic theories of Emotion as they have had a major impact on contemporary research.

2.2.1.a Darwin and the Evolutionary Approach

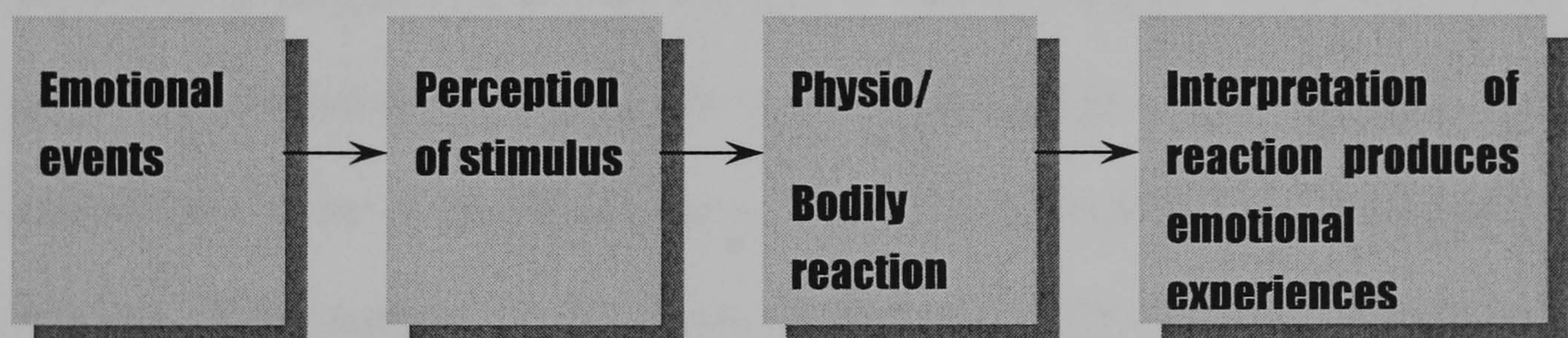
Charles Darwin had an influential position in the early stages of the development of psychology. In the book of *‘The Expression of the Emotions in Man and Animals’*, Darwin (1982) argued that emotional expressions do not originate from the process of evolution, neither are they derived from natural selection. Rather, he suggested that emotional expressions are either the product of a function in the nervous system or possibly result from the residues of old habits. In the same text, it is also suggested that facial expression of emotion is accounted for as something concomitant with emotion instead of it being a real expression of emotion or

something that stands with communicative functions in nature. This idea has been challenged by the findings of more recent theories. Additionally, more recent scholars have proposed new theories in opposition to Darwin's conceptualisation of emotion and facial expression; yet, Darwin's explanations based on evolutionary theories of emotion provided a valuable basis for later investigation and should not be neglected.

2.2.1.b James-Lange and the Psycho-physiological Approach

James-Lange's theory is one of the best-known and influential theories on emotion. James developed a radical new theory of emotion with the basic assumption that physiological change preceded and led to emotion (James 1884, 1890, 1894), while the traditional view was that emotion preceded and resulted in physiological change.

The process of the arousal of emotion can be briefly presented in the following diagram:



James pointed out that 'the bodily changes follow directly the perception of the existing fact, and that our feeling of the same changes as they occur is the emotion' (1884, pp.189); in other words, James conceptualised emotion as the outcome rather than the cause of physiological arousal. The whole process starts from an emotion-eliciting stimulus arriving at the sensory cortex and signalling to the motor cortex which produces a physiological reaction in the body; these bodily reactions are then

perceived by the sensory cortex which, coupled with the continued perception of the initiating stimulus, results in the feeling about the stimulus and triggers off the emotion. For illustrative purposes, one can think of a situation where an individual is faced with the sight of a tiger. Normally we would think that when we face a tiger, we become scared and then we tremble and run; but according to James's theory, when we face the tiger, we tremble and run, and as a result, we feel scared. Emotion in James's theory is the result of bodily reactions.

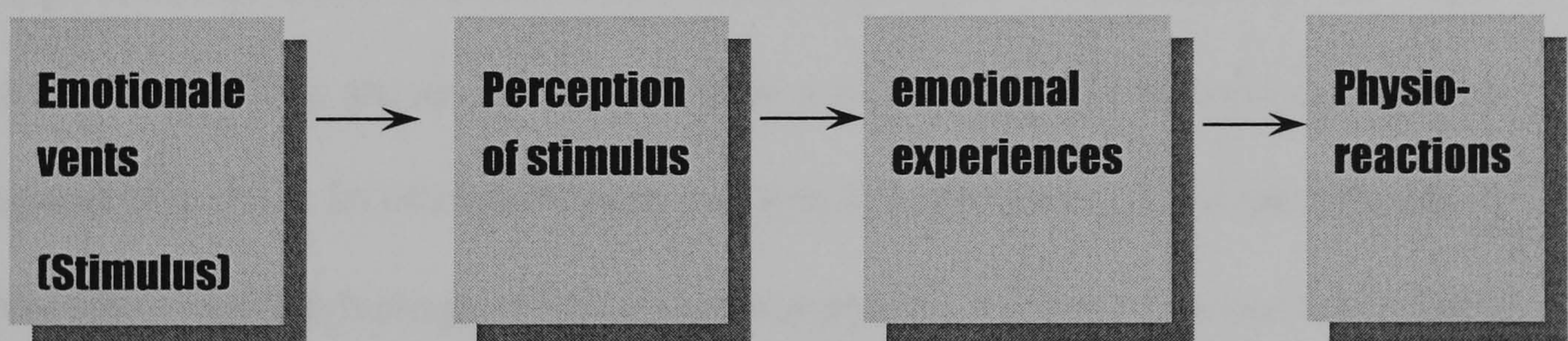
Around the same time James put forth his theory of emotion, Lange, in the Netherlands, came out with an almost identical theory. James and Lange did not know each other nor was either aware of the other's new theory. Hence theory became known as the James-Lange theory. After James-Lange's theory, some later psychologists put forward alternative explanations such as the Cannon-Bard theory, critiquing James-Lange., Cannon and Bard strongly disagreed with James-Lange and began a long series of studies to disprove it in the 1920s. However, more recently psychologists concerned with emotion, such as Stanley Schacter in the early 1960s, called into question the major research by Cannon-Bard and designed new experiments to test a modified version of the James-Lange theory. These studies provided strong support for the James-Lange theory. After Schacter, further work has continued to provide some support for the basic tenet in the James-Lange theory, and this work will be introduced in detail in the next section.

2.2.1.c Cannon-Bard Theory and the Neurological Approach

Unlike James-Lange theory which proposed that emotion is led by bodily reaction, Walter Cannon's views on emotion was proposed against the peripheralist view of emotion and mainly the James-Lange theory in favour of a centralist focus on the

action of the central nervous system (1927). Cannon criticised James-Lange theory on the basis of experimental evidence and logical analysis. Unlike James-Lange theory which is based on the assumption that emotion is produced by the cortex and led by bodily reactions, Cannon argued that emotion originates in the thalamus with the process that a stimulus from the environment goes first to the thalamus, and then to the sub-cortical structures, which cause a physiological response through the autonomic nervous system and to the cortex, which also makes an evaluation of the incoming stimulus. Briefly, this theory was constructed with the idea that the physiological response and the production of emotion are independently activated at the same time, which also explains how the same physiological reaction can be associated with more than one emotion. Additionally, the particular significance of Cannon's theory lies in its emphasis on the neurophysiology of emotion.

Cannon-Bard's theory can be represented as follows:



Another psychologist, Philip Bard, also came to a similar conclusion, and confirmed that the emotional-arousing stimulus can cause a bodily reaction via the sympathetic nervous system and the subjective experience of emotion via the cortex. Due to their striking similarities, these two perspectives were combined and became known as the Cannon-Bard Theory of emotion with the conception that an emotional stimulus results in two concurrent reactions, arousal and experience of emotion, which do not cause each other.

2.2.1.d Freud and the Psychoanalytical Approach

Strictly speaking, Freud never developed a general and systematic theory of emotion, his interpretations of the nature and role of emotions derive from his proposal of two basic instincts: sexual instincts and ego instincts, which were thought as internal stimuli that affected the various behaviours and actions of human beings. The concept of these instincts provides some basis for further investigation of two major emotions, or affects, anxiety and depression, which can be considered as the example of Freud's thinking about affects. From his point of view, which is based on his research into anxiety, affects were primarily a form of energy that required some kind of direct or indirect expression (Freud 1926/1959). If this energy is repressed or inhibited as a result of conflict in the unconscious, and cannot be expressed in a healthy way, the affect will find alternative expression, usually in the form of a neurotic symptom such as phobia, obsession, or compulsion. This psychoanalytic interpretation of emotion raises some interesting ideas: Freud claimed that some aspects of emotions are unconscious, and as a result, they can not be examined by introspection alone. In other words, an emotion is a complex state of the individual. Although subjective feelings or behaviour may provide a clue to a person's emotions, they can only be one type of evidence among many others. Therefore, the information which indirectly indicates signals the presence of one's repressed emotions, such as continual frown, teeth grinding, dreams etc., may provide us with crucial information and should not be neglected. Finally, psychoanalytic theory suggests that conflicts are involved in all emotions.

2.2.2 Contemporary Theories

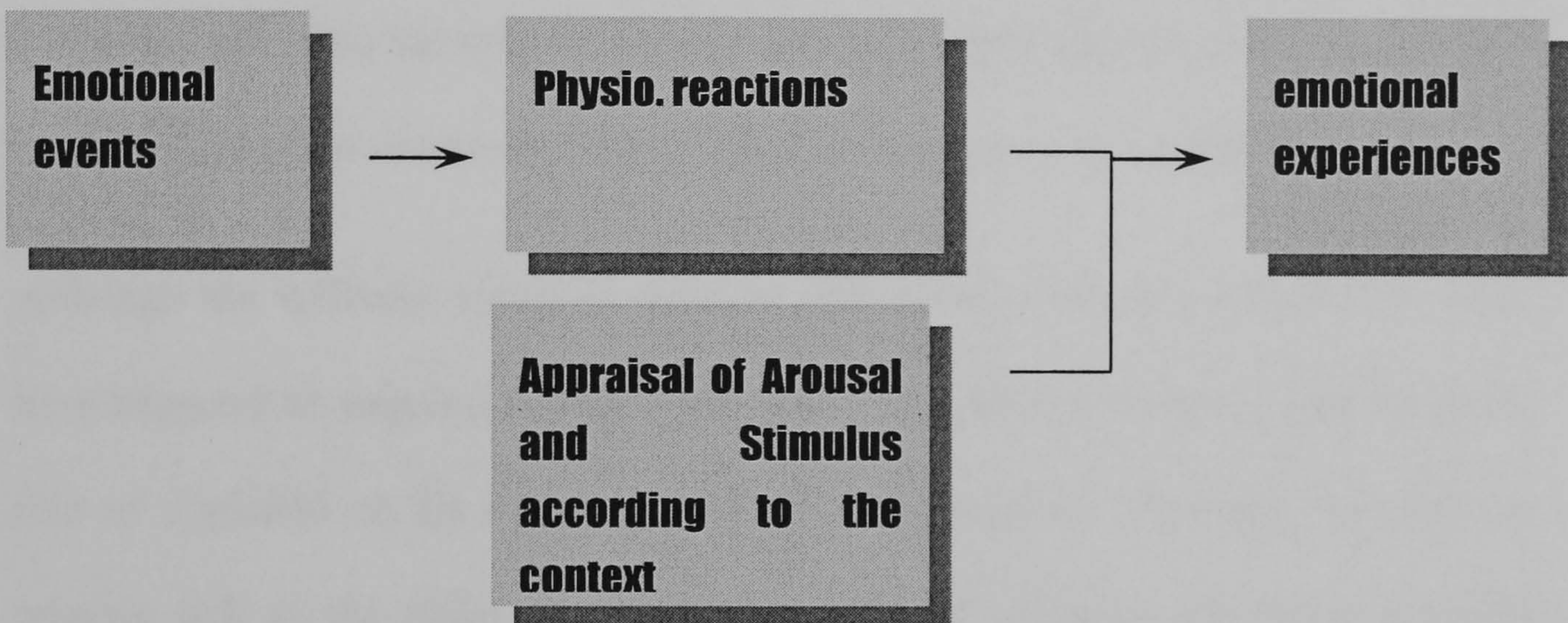
2.2.2.a Schachter-Singer Theory (Two-Factor Theory) and Cognitive Perspective

Many contemporary theories of emotion suggest that cognitive processes direct adaptive emotional experiences (Arnold 1960, 1968, 1970; Frijda 1986; Lazarus, 1982, 1984, 1991; Smith & Ellsworth, 1985; Mandler 1975; Oatley 1992). The origins of this idea can be traced to Aristotle, Epictetus, and Thomas Aquinas, but in the twentieth century it was the pioneering work of Magda Arnold that put cognition firmly on the emotion theorists' agenda. However, it is Stanley Schachter and Jerome Singer's work of cognitive appraisal theory that is most famous and influential, and without mentioning Schachter-Singer theory the coverage of theories of emotion would be incomplete.

The starting point for Schachter-Singer theory is to oppose Cannon's view that bodily changes and emotional experiences are independent. Yet, although Schachter and Singer agreed with James-Lange theory that the experience of emotions arises from the cognitive labelling of physiological sensation, this did not seem enough. In order to develop James-Lange theory, Schachter and Singer (1962) proposed the 'Two-Factor Theory' otherwise known as the 'Cognitive-Arousal Theory', which suggests that the experience of emotion is the joint effect of physiological arousal and cognitive appraisal, with both parts necessary for an emotion to occur. With their classic epinephrine injection experiment, they found that physiological changes (such as increase in heart rate and palpitations) can be experienced as either anger or euphoria depending on the conditions surrounding the arousal. It would then appear that what constitutes an emotion is not so much the experience of bodily changes but

the individual's interpretation of these changes as a result of a particular emotion, a point which the theories of Darwin, James, and Lange, and Cannon and Bard seem to have missed.

The Two-Factor Theory can be represented as follows:



After Schachter and Singer's work on the cognitive appraisal of emotion, Richard Lazarus (1966, 1968; Lazarus, Averill & Opton, 1970; Lazarus, 1984) put forward the 'Cognitive-Mediational Theory' as an extension of Schachter-Singer Theory, which states that 'emotional experience cannot be understood solely in terms of what happens in the person or in the brain, but grows out of ongoing transactions with the environment that are evaluated' (1984, pp.124). In his view, any cognitive appraisal of a situation is of primary importance in emotional states, and in this respect this is similar to the Two-Factor Theory. This view however, drew attention to the role of cognitive interpretations in emotional experience, but it also questioned some of the specific aspects of the cognitive appraisal theory with the argument that awareness of one's physiological arousal is not a necessary condition for emotional experience (Reizenstein, 1983; Tompkins, 1962, 1963; Zajonc 1980, 1984).

Robert Zajonc (1980, 1984) was one of the most serious critics of the cognitive

approach to emotion and stressed on the pervasive role of immediate, unlearned affective reactions. Opposed to the traditional cognitive approach, he argued that it is not necessary to have complete information or appraisal before any emotional response is activated to the meaning; he further argued that ‘to arouse affect, objects need to be understood very little - in fact minimally’ (Zajonc, 1980, pp. 154). In fact, as Cornelius (1996) has pointed out, the debate between the two positions is clearly based on a concern of how the terms cognition and appraisal are defined.

Although the different views of emotion articulated in cognitive appraisal theory have triggered an ongoing debate, it is worth noting that by drawing attention to the role of appraisal in the experience of emotion, cognitive theorists provided the missing link in the chain of events that make up emotion and the relationship between emotion and cognition is still important to the present study of emotion.

2.2.2.b Recent Development of Evolutionary Theory

In the field of emotion theories, there are quite a number of psychologists who investigated this issue from the perspective of emotional development, and sought to provide an explanation of general emotional development and the influences it might bring. The origin of the developmental approach to emotion study derives from Watson’s (1929) work and the classic experiment of Bridges (1932) as described in the previous section; those theorists based their work on the sequence of emotional development in the child. However, the views of these early theories are considered over simplistic and incomplete and recent ideas have moved on a long way from the early approaches and, to a great extent, focus on how emotions develop and how they influence the course of development as a whole.

One of the most complete theories of emotional development appearing in recent years is the work of Fischer, Shaver and Carnochan (1988, 1990), which gives cognition, and in particular appraisal, a central role in the evolution of emotion. All three scientists concur with most emotional theories postulate that emotions are meaningful, organised and adaptive, and that the primary forms of emotion already exist in infancy, yet, in contrast to other evolutionary theorists, their assumptions are based on the process of cognition. Within the 'skill theory' (1980) they draw on, they state that basic emotions are elicited by simple appraisals in infancy, and through the process of growth, the evolution of emotion becomes more complex and more culturally dependent and, consequently, more complex appraisals of change are conducted.

Another developmental psychologist, Sroufe (1979), takes a socio-emotional (cognitive) view, and argues that affect begins in the form of undifferentiated states of distress/non-distress which gradually differentiate into specific emotions as early as 2-3 months of age. Cognition acts as a central mechanism in this process. The emergence of emotions represents the beginning of self-consciousness.

By contrast, Izard (1972,1977,1991), and Izard and Malatesta-Magai (1987) proposed another cogent life-span theory of emotional development which regarded emotions as something interrelated yet independent of cognition. From their viewpoint, emotions are differentiated but connected to internal states in the early stages of life and develop through a process linked to cognition and learning; they further state that emotions are instinct-like prime movers to stimulate human behaviours, which consist of many discrete motivators, each of which is activated by neuro-chemical, motor-expressive and mental processes. For them, the process of

emotional maturation might interact with cognition but is not bound up with it as Fischer et. al. and other developmental theorists suggest. However, even Izard and Malatesta-Magai give some emphasis to the important basis which cognition might give to the appearance of emotion in the first place. They do not contest the idea that interaction with cognition does influence the later social development of emotion, and make reference to the concept of appraisal.

To sum up, the early development of evolutionary theories was quite limited and only focused on the expression of emotion, while recent theorists, such as researches into cognitive behaviour, attachment behaviour, empathy and disposition etc...., have extended its field to the influence which motivation and cognition might have on the emotions, and suggest that emotions already exist with cognition and conation during infancy. From observations of babies, many evolutionary theorists propose different views of the stages of the development of emotions during infancy. Bridges (1932) found that in the first two years of age, the differentiation of various emotional states appeared in a series of stages. The first emotional reaction is some kind of excitement or agitation caused by environmental stimuli at birth. By three weeks of age, this agitation differentiates into two extreme reactions: excitement and distress, and the negative emotion mainly appears when babies are hungry or physically uncomfortable (Jensen & Wells, 1979; Young, 1975). Then by three months, the emotion of delight appears, and babies at this time start to smile and coo (Young, 1975). When babies are six months old, the initial negative emotion, distress, becomes further differentiated into fear, disgust and anger. By one year of age, the initial delight too further differentiates into two forms: affection and elation. From then until eighteen months, distress further differentiates into more complex forms of jealousy and grief, while affection also turns towards the adult and the

young. The final stage of emotional development occurs with the appearance of joy. Apart from her classic study of the sequence of emotion, other theorists also propose different views of the development of emotion. For example, Izard (1991) points out that the signs of interest, joy, physical distress and disgust appeared soon after the baby had been born, while Stenberg et. al. indicated that the emotion of anger appears by four months of age, followed by a reaction of surprise by six months and, with appropriate environmental stimuli and induction, more complicated forms of emotion, including surprise, anger, fear and sorrow, would appear as the baby reaches ten months of age (Stenberg, Campos & Emde, 1983; Lewis & Sullivan, 1989); and here, Stenberg et. al. specify two forms of emotion surprise and sorrow, that Bridges did not account for.

Despite recent developments of evolutionary perspectives, it remains rather diverse in terms of views on the sequence of emotion and the significance of cognition to the development of emotion. Their contribution is that they all take account of the close relationship between biological foundations, the links with cognition, socialisation process and the formation of personality. Some research findings point out that the emotions of human beings can be categorised into two types. The first one is called “primary emotions” which appear during the initial stage of life and are revealed by six prototypical facial expressions, including joy, fear, anger, sadness, disgust and surprise (Lewis & Michalson, 1983; Lewis & Sullivan, 1989). From 2 years, the development of emotions then moves to the second type called ‘self-conscious emotions’. The term ‘self-conscious emotions’, refers to the ‘self-evaluative emotions’ evolving from the process by which children at two years of age start to learn and assimilate social values and rules from the external world and construct evaluative emotions in response to how they are seen and how they feel about their

own behaviours. Self-conscious emotions include elements of embarrassment, empathy, envy, guilt, shame and pride (Bertenthal & Fischer, 1978; Lewis & Brooks-Gunn, 1979; Lewis & Sullivan, 1989) with which the function of emotions is no longer a pure physiological mechanism but also serve social functions to assist children change into social creatures able to make emotional judgements and assessments (Harris. 1989).

2.2.2.c The Social Constructivist Perspective

Differentiated from those who view emotion as primarily biological and evolved adaptations, theorists of social constructivism consider emotion to be a cultural product where it is not only a cognitive reaction in response to a stimulus but also something which serves social functions (Armon-Jones 1986a, 1986b; Averill 1980; Coulter 1979; Harre 1986). Social constructivism is one of the most diverse and controversial psychological approaches, which appeared as an identifiable approach to the field of psychology of emotion from 1980s, most notably in the work of James Averill (1980), Rom Harre (1986)and Claire Armon-Jones (1986).

Although social constructivists agree with the cognitive perspectives that emotion is a person's response to the appraisal of a situation, they insist that the appraisal itself is very much guided by social meaning and cultural expectation, and argue that the meanings and coherence of emotions are mainly derived from learned social rules and cultural norms. As Averill (1980) stated, 'emotions are not just remnants of our phylogenetic past, nor can they be explained in strictly physiological terms. Rather, they are social constructions, and they can be fully understood only on a social level of analysis' (p.309). In line with this perspective, culture is seen to occupy a central role in the organisation of emotions, and in providing the content of the appraisals

that generate emotions. In other words, while the process of appraisal may be a biological adaptation, the content of appraisal is cultural since a variety of cultural elements, such as gender, class, ethnicity, religion, etc., determine the final production of emotions. Armon-Jones (1986a) also points out that the generation and expression of emotions are characterised by attitudes, judgements and desires, the content of which is determined by cultural beliefs and moral values. Take Averill's most notable work of analysing anger as an example, far from being primitive in nature, anger is considered a sophisticated emotion that rests on a complex pattern of socially-determined appraisals and that the events that trigger it off and the ways in which it is expressed vary widely from period to period and culture to culture. And this does not only apply for anger, but also to those other emotions such as romantic, passionate love, and fear etc. (1986).

Oatley (1993) identifies, in accordance with the of social constructionist view, two aspects related to the constitution of emotions. The more convincing point of view asserts that all human emotions are socially generated. It also maintains that emotions are based on beliefs, shaped by language and ultimately derived from culture, rather than being natural states or biological modifications. The other version, which although weaker, is nevertheless favoured by most social constructivists, posits that emotions are affected by cultural factors. However this point of view still acknowledges that there is a limit to the influence that these factors can exert on emotional experience, which might result in the different levels of social impact on human emotions.

The contribution of social constructivist theory, rather than being a theory per se, is that it offers an approach to the understanding of emotions by giving a way of

considering the extent to which emotions are apposite to their circumstances (Oatley, 1993). Apart from that, it also builds significant links with the biological, cognitive, behavioural, social and cultural levels of analysis that enhance the insights of emotions.

2.2.3 What Do We Learn from These Theories of Emotion?

The psychological perspectives and their traditions of research discussed in this chapter have quite diverse origins, and theorists within each perspective define emotions differently. One of the key differences amongst these theoretical frameworks is that the definitions they give to emotion differ in terms of scale. Reviewing the discussion given previously, each perspective analyses emotions on the basis of different emphases: emotion is seen by the evolutionary approach as sets of evolved adaptations that are closely related to the appearance of specific behaviours; from psycho-physiological-point-of-view, emotion is similarly conceptualised in terms of very specific sets of physiological changes; within the cognitive perspective, emotions are considered as tendencies to act on the environment and external stimuli by way of appraisals; and finally, with the social constructivist perspective, emotion is defined as something linked to all the qualities and definitions offered by other perspectives discussed; it “consists of phenomena at the neuronal level, at the level of subsystems of the nervous system, at the level of specific cognitions, behaviours and classes of cognition and behaviour, and the interpersonal level, and at the macro social and cultural levels” (Cornelius, 1996).

The brief review here not only highlights the unique focus each perspective is constructed on, but more importantly, it draws on the overlap and close interrelation that connect all theories of emotion. In addition, there is recent evidence of the

tendency that the developments of these perspectives have started to fall in convergence (Cornelius, 1996). By looking in depth at recent theories, it is not difficult to find those points integrated with other perspectives. For example, Lazarus, who is thought to be a key figure of the cognitive perspective, has talked about the universality of facial expressions and about autonomic specificity that is a very similar way to the comments based on evolutionary approach (Lazarus, 1991); moreover, Ekman's recent work with his colleagues, which is focused on the physiological concomitants of the facial expressions is related to fundamental emotions, and shows the great extent of combination of evolutionary, physiological as well as cognitive perspectives. It seems to suggest that when it comes to the discussion of affect, there are no longer hard boundaries between all theoretical elements and they have gradually been found out to be closely related to each other; furthermore it is also believed here that affect is best defined and understood in terms of the more inclusive and integrated way of analysis.

One of the conclusions we learn from all these different yet interrelated theories is that, although many emotional behaviours such as crying or laughing may be biologically predetermined, yet the issues such as 'how', 'when' and 'where' to have these emotions engaged and presented properly is considerably influenced by learning from social groups, since after being born and throughout the years of growing up, children learn to recognise, understand, and interpret their emotions and the emotions of others in the ways that are appreciated by their culture (Malatesta and Haviland 1982; Saarni 1989; Sorce *et al.* 1985). Children learn the rules and social norms concerning the expression of emotion in their culture by interacting with others, such as parents, relatives, friends, teachers, classmates and other social members who might have a significant impact on children, as the latter gradually

construct the meanings and knowledge of related patterns and experiences of emotion (Lindesmith *et al.* 1999).

It is through the process of socialisation which involves interaction in different relationships that children's affective development is shaped and determined by the emotional experiences they are exposed to. Saarni (1999) believes that this is also how children acquire emotional skills and abilities. Different social groups with whom children interact eventually contribute to their affective development in such a way socialising their emotions by directing teaching, introducing them to interaction settings, or providing opportunities to experience emotion-related issues, in order to gradually build up their values, attitudes, knowledge, and the performance of emotion at both conscious and unconscious levels (Parke, 1994; Brenner & Salovey, 1997; Saarni, 1999). It is this social constructivist point of view that is used to define the sophistication of affective development, as well as to construct the theoretical framework in this study, and it is owing to all these theories that we can draw on the implications of how education can influence children's affective development. And this will be discussed in the later chapter.

2.3 Affect: Towards a Definition

As discussed previously, one conclusion that could be drawn from reviewing these theories of emotions is that through the process of socialisation which involves interaction in a range of different relationships that these children's affective development is shaped and determined by the experiences they are exposed to. Thus through their experiences children gradually learn the principles and the acceptable ways that the society expects them to present their emotions. Generally, the process, through which children gradually build up knowledge about how the society perceives and employ emotions, has two key motivations centring on personal and social satisfaction: one involves what is 'desired' or makes children or others 'feel' good; while the other concerns what is 'desirable' or is 'best' for children and others (Beane, 1990). In both cases children think and present their emotions in terms of their "learned" preferences and choices that emerge from the beliefs, aspirations, attitudes, and appreciations of the children themselves and others, and the process of making such judgement is very much involved with values, morals, and ethics all of which are involved with affect. And it is this point of view that forms the perspective of affect in this study, in the light of which affect can be defined as a significant aspect of human beings which involves a broad range of functions of emotions, preference, choice and feelings; which are based on beliefs, aspirations, attitudes, appreciations and effect judgements (Beane, 1990).

2.3.1 Affect and School Education

According to social constructivism, affect is not an isolated aspect of human nature; instead, it is a crucial component that interplays with other dimensions in both inner states and external influences. In this sense, the learning of knowledge, construction

of attitudes and formation of behaviours of children is gradually formed under the influences of various socio-cultural dimensions (Johnson & Johnson, 1994; Tobin et al., 1997; Von Glasersfeld, 1995; Jiang, 1999). And this process is closely related to the antecedent knowledge, experience, life context as well as attitudes children obtained (Lin, 1994; Beane, 1990). The previous experiences that young children have gradually absorbed through the socialisation process, including what they heard from adults, relatives, friends, media and many other resources, construct their primitive belief system involving values, emotions, and attitudes. These belief systems already exist before children start their formal education. When children start their schooling, they bring this previous experience; and throughout the educational process, these earlier experiences interact with school life through which children learn new things, make changes, and thus alter their original belief systems, attitudes or preferences towards themselves or others. It is in this pattern that affect is firstly introduced into school education as a pupil's antecedent affective experiences. Furthermore, affect is also found in practical school experiences to a great extent by means of ongoing function in learning situation as well as purposeful outcomes of education. As a social organisation, schools are involved with the confirmation, revision and change of pupil's personal previous experiences; delivery of the social and cultural values; as well as the search and formation of their attitudes, values, beliefs and behaviours. Through these aspects, school experiences inevitably influence pupil's affective state, and may result in some form of affective learning as well as changes to pupils through either implicit, such as hidden curriculum, or explicit way, such as planned curriculum. These dimensions can be said as 'affective education' which are directly or indirectly addressed to enhance the affective domains of pupils; and in this sense, we can say that all education is affective

education (Beane, 1990).

2.3.2 The Place of Affect in the School Education

As stated previously, all education involves affective education, and thus affect is found in all aspects of school experiences in the way whether it is planned or accidental, overt or hidden, and no matter what content or process it is related to. When investigating the place of affect in the school education, Roberts (1972) offers some perspectives from which affect can be identified in the school, including personal awareness, creative behaviour, interpersonal issues, subject orientation, specific content (personal meanings), affect in teaching styles and methods, and adult models. Beane (1990) suggests that affect can be found in some aspects of school education: one aspect is in the distinctive proposals, programmes or curriculum that make explicit and direct claims about affect as one of its primacy goals, for example, PSHE or Pastoral Care; another is in the proposals, programmes or curriculum in which the emphasis of affect tends to be implicit yet integral, one example for this is sex education; thirdly, it can be found in the programmes or curriculum involving those subjects or areas, such as art, which appreciates affective aims in its objects and forms; the fourth place where affect can be found is various subjects or areas where affect plays an implicit or explicit part; the fifth place is the curriculum or programmes which do not have direct or explicit relation to the delivery of affect, for example, math or computer; the sixth place is the institutional features of schools where school ethos, various relationships, expectations and many other features function as hidden curriculum; the seventh place is the previous experiences, attitudes, feelings and perceptions pupils bring to school; and the last place where affect can be found is in the statements of goals or evaluation which

suggests which is the priority to be learned in the school education.

In England, a number of early writers of this field have sought to examine the place of affect in school education (Best *et al.*, 1977; Marland, 1980; Best *et al.*, 1983; Watkins, 1985). Although most of this analysis relates to pastoral care or PSE, it is argued that both of these programmes serve similar aims, forms and contents to affective education and accordingly, can be subsumed within it. More recent work in this domain includes Lang's (1995) typology of threefold categorisation: 'responsive' which refers to the support and individual guidance service offered to pupils who have already encountered various difficulties and problems; 'proactive' which means those individual guidance, programmes or activities designed in an attempt to equip pupils to deal with potential problems; and 'developmental' which denotes various programmes or curricula designed to enhance pupil's various competencies as well as personal and social development. Best (1999) offered another model which includes five dimensions: 'reactive pastoral casework' which refers to a one-to-one basis of service in response to those pupils with various problems; 'proactive, preventive pastoral care' which denotes those programmes undertaken through presentations or individual activity in an attempt to anticipate those 'critical incidents' in pupil's lives; 'developmental pastoral curricula' which includes distinctive programmes, tutorial work and cross-curricular activities aiming at promoting pupil's overall development; 'the promotion and maintenance of an orderly and supportive environment' which refers to various hidden curricula, such as extra-curricula experiences, schools' ethos and relations between members; and 'the management and administration of pastoral care' which denotes the managerial work in planning, motivating, resourcing, monitoring, evaluating pastoral activities.

All the models proposed by these writers are aimed at providing a basis for investigating the purpose, aims and types of concerns school education intends to contribute to pupil's affective domain. All the dimensions raised in these models represent different emphases of school education and are of equal importance, it is likely that each of them will be given different emphasis in different educational systems or contexts. In light of this statement, owing to that the current study is based on purely Chinese context, it is then necessary to investigate relevant theories or models of the place of affect in the school education in Taiwan or China.

2.3.3 Some Theories in Chinese Contexts

As we saw in the prior section, the literature on emotion is extensive, and quite a few researchers have focused on its educational implications of the phenomenon discussed previously. Surprisingly however, in Taiwan and China, the educational literatures which were examined for the purposes of this study, very few publications have been devoted exclusively to the investigation of this topic.

2.3.3.a Huang, Y. S (Taiwan)

In her book 'Affective Education and Developmental Guidance', Huang (1989) builds a close link between affective education and school guidance. She adopts several theories of the developmental approach to school guidance which, instead of the traditional reactive trend of guidance that mainly deals with pupils with problems, is based on the perspective that school education should be able to offer pupils relevant guidance as well as various learning experiences in order to enhance pupils' self understanding, competence to deal with future life and continuous development. One of the tasks of developmental guidance is to assist pupils develop personal, social, emotional and many other aspects of developmental tasks which pupils are

supposed to possess at different critical life stages, in order to avoid the emergence those factors which might cause future problems of pupils (Keat, 1974; Morgan, 1986). In light of this, affective education is conceptualised deriving from this perspective and considered as one crucial part of such guidance work. In the broad sense, it consists of the training of psychological skills (such as interpersonal skills or value clarification); emotional education; and career education; while in the narrow sense, it contains the following themes: understanding and accepting self; understanding the relationships between self and others; and feelings and emotions.

2.3.3.b Chung, S. S. (Taiwan)

Based on theories of constructivism, Chung (2000) put forward ‘affective communication teaching theory’ based on several pieces of research undertaken in the primary, secondary and higher education sectors. She states that human beings usually confront constant conflict and contradiction between affective and reasoning dimensions, as a result of having two opposite yet close related desires at the same time: the desires of uniqueness and union (Morris, 1996). From this viewpoint, she assumes that throughout the journey of life, each of us seeks to be unique and significant through self-accomplishment, which she considers is related to the issue of the self perfection of aesthetics; yet still desires a sense of belonging, that is to unite to a group, such as family, society or country, which she claims is related to the perfection of ethics. Failing to harmonise these two desires causes an affective crisis of human beings and thus the ultimate aim of affective education, from Chung’s perspective, is to assist pupils to harmoniously integrate the dimensions of sense and sensibility by means of enhancing their culture and values, and emotional cultivation. To achieve this harmony, four crucial types of attitudes are required to be developed:

tolerance and appreciation which are categorised as essential to the perfection of sense of aesthetics; and respect and caring which are fundamental to the build of sense of ethics. In light of this statement, affective education is regarded as involving the learning of attitudes, by achieving which the sense and sensibility of human beings can thus positively communicate and integrate with each other, as well as the balance of aesthetical and ethical developments of human beings can be pursued. Concerning its practice in school education, the interdisciplinary approach of school curriculum is suggested, by which teachers need to fully integrate all subjects in conjunction with the extra-curricula activities and the ‘hidden curriculum’ permeating in the school context for the best cooperation to enhance the cultivation of four key attitudes.

2.3.3.c Zhu, X. M. (China)

Slightly different from the previous two theories which give significant emphasis of emotion, Zhu (1993, 1998) highlights the close connection between affective dimension and moral development of human beings based on which she puts forward the idea of ‘affective moral education’. This originates from psychological theories of emotion, the definition of affective dimension, in Zhu’s opinion, is a full dimension involving with emotions, feelings, interests, values, attitudes, characteristics and spirituality; in other words, it is regarded as a motivation system in pursuit of the advancement of internal spirituality and values. As a result of that, affective dimension can be said ‘the foundation of moral development’, because moral judgement is about making subjective decision on moral issues, which can never be achieved without the equipment of well-developed affective dimension (Zhu, 1999a). Once pupils are equipped with healthy affective competence, they can

naturally make correct moral judgement instead of being reluctantly ‘stuffed’ with moral knowledge. In order to enhance the development of pupil’s ‘moral affection’, she suggests that there are three concerns of school education through which we can investigate: the first concern is whether teachers or educators possess moral affection themselves; the second is whether the educational context, including classroom, school, or society, is affective; the third is whether individual person constantly understands, reviews and scrutinises his or her own affective and moral experiences. Similar to Chung, the approach to improve the development of pupil’s moral affection is through the integration of all subjects learning as well as the hidden curriculum permeating in all aspects of schooling.

2.3.3.d Summary

Though a very limited number of publications can be found focused on the topic of affective education in a Chinese context, the above discussion can still offer fruitful insights of how affective education is conceptualised in school education in Taiwan and China. Stemming from psychological strands, the understanding of affective dimension is given varying degree of attention with moral concern; in Taiwan it appears that both the concern for pupils emotional states and its connection with moral growth are given equal emphasis; while in China, the affective dimension of pupils is regarded as a ground for moral advancement. Such tendency is believed to result from the evolution of education from ancient Chinese history in conjunction with the influences of the introduction of psychological theories from western culture in the mid 20th century, which will be discussed in the later chapter.

2.4 The Rationale of This Chapter

In this chapter, a wide-range of theories of emotion and their relation with education has been examined. Among all the theories of emotion introduced in this chapter, the concept of social constructivism has been adopted as the framework for this study with the belief that the formation and development of affect is an interaction between biological predisposition, cognitive sophistication, and socialisation and also closely concerned with personal and social development. In the following chapter, a review of origination and evolution of affective education in the Chinese context will be examined, and several activities and subjects introduced on the basis of Chinese and western traditions which can be called affective education in recent Chinese education, will be looked at in depth.

CHAPTER 3

3 Affect and Education

3.1 Introduction

In the previous chapter, some psychological theories of emotion were discussed, and in the light of these theories, emotions were seen to be complex physiological and mental states which were involved with the process of cognition and action. They first appear during infancy in relation to certain types of facial expressions, and as growth continues, emotions also develop through the process of emotional socialisation. Early on during this stage, children start to understand the functions of different emotions, and learn the culture and rules that govern emotional expression. Through interacting with others, children assimilate these cultural rules and learn how to control their emotions in various contexts and situations. This is a key element of the social constructivist view of emotion. In line with this concept, every element that can impact children's growth, can be crucial to their emotional development. Education is of course one of these elements. Though it is the case that children's emotional development is greatly influenced by their interaction with the world throughout their life, it should be recognised that it is mainly by means of education that children can learn to feel, react to, and interpret their own emotions, and more importantly, develop an ability to handle their emotions appropriately (Jensen and Wells, 1979; Solomon, 1986).

Similar ideas can be applied to the Chinese context. In the second part of the literature review of chapter 2, the close relationship between emotional development

and its implication in the educational setting, and relevant theories in Chinese context was discussed. It is surprising that at least in Taiwan and China, in the educational literature which was examined the affective dimension of education, very few publications were found which were devoted exclusively to the investigation of this topic. However, by reviewing limited amount of literature, it is found that there exists a close relation between affective education, the concern for pupil's emotional growth, and moral development, which not only demonstrates the influence of the education with highly moral approach from ancient culture, but also offers implications on the evolution of contemporary education. And thus in this chapter, we will look in depth into the evolution of affective education in this perspective in Chinese context.

In the first section, how affect is conceptualised in Chinese culture, its connection in the educational field, as well as its impact on Chinese society, mainly from the Confucius perspective, will be discussed. In the second part of the chapter, the evolution of affective education in primary education in the contemporary history in both Taiwan and China will be examined.

3.2 Affect in Chinese Perspectives

3.2.1 Definition and Concepts

In the Chinese language, the concept of 'affect' is expressed through two separate words: '*chin*', which refers to the sum of all the emotions, feelings or passions that are naturally developed within human beings after being born and are explained as the most primitive form of internal feelings. Unlike the western concept which hypothesises that various similar terms, such as emotions, feelings and passions etc.

are differentiated, '*chin*' represents a generalised and integral concept which includes all these terms and is considered a basis of any concept that is related to the inner feelings of human beings, such as emotions, desire, disposition, etc. Ancient Chinese philosophers believed that '*chin*' is simply the natural state of feelings of human beings and it does not harm one's pursuit of the perfection of virtue, yet, these internal drivers normally turn harmful when external temptation appears. As a result of that, some moral cultivations or disciplines are seen necessary to keep these internal feelings away from negative external desires, and these moral regulations represent the second dimension of affect, '*yi*'. In Opposition to '*chin*', '*yi*' is defined as the cognition, derived from realisation of moral values through education or cultivation, and the determination to pursue these moral values. According to the classics in ancient Chinese history, the concepts of '*chin*' and '*yi*' are often used separately, yet, when they are integrated and represent the wholeness of 'affect', they illustrate how affect is seen from a rather moral point of view in the Chinese context with the underlying intention to keep balance of natural emotions and to accept moral discipline.

3.2.2 Affect and Confucianism

In order to explore how affect is perceived in the Chinese perspective and translated into everyday life, it is then necessary to look into how the culture evolved, for the past is intimately interwoven with the present and reviewing the past may have important implications for the present and the future. Throughout more than five thousand years of Chinese history, there have been a great number of thinkers who have all had a significant impact on shaping Chinese culture into what it is now. Of all these, Confucius has been the most influential philosopher, and is seen as having

a key role in the creation of Chinese culture, behaviour, thought and all other aspects in a major way. In fact Creel (1954) claims that the understanding of the ideas of Confucius is the gate to knowing Chinese culture. No matter what religion, or form of government, the Chinese and their way of thinking can in some way be shown to involve aspects of Confucianism. For this reason, although Confucius did not give much direct notion about the affective dimension of human beings, through analysing the instructions he gave to his disciples, the collected *Analects*, and the wisdom he imparted to succeeding philosophers, many significant implications for affect and affective education are found, and have been performed in everyday life in Chinese history for thousands of years.

3.2.2.a General Concepts

Confucius can be said to have moulded Chinese civilisation in general. In particular he exerted a great influence on the evolution of Chinese culture in the way that he determined the humanistic characteristics. Although it has to be said that the humanistic tendency had been present long before his time, it was Confucius who turned it into the strongest driving force in Chinese philosophy.

As a humanist, Confucius' primary concern was to conceive an ideal society based on a good government and harmonious human relations. Such a goal, according to him, is mainly realised through the construction of an ethical system based upon a humanistic consideration of what the nature of human beings is. However, on the one hand, he did not think of the individual as existing quite separately from society, and on the other, he did not think of society as a kind of metaphysical entity that is so completely prior to the individual can hardly be said to exist. Confucius believed that men are essentially social beings (Creel, 1954). They are to a very considerable

extent shaped by society, and also, since society is nothing more than the interaction of men, Confucius considers that society is made what it is by the individuals who compose it.

It is under such a reciprocal assumption that Confucius believed that the conscience and the perfection of virtues of the individual is extremely important to society, and accordingly one of the most central ideas of Confucianism is the pursuit of the ideal of the 'gentleman', which denotes a man with perfect moral virtues and conducts. Confucius believed in the perfectibility of all men; he argued that anyone can become a gentleman regardless of his birth, ethnicity, educational background or social status; and it is the destination he expects all mankind to fulfil. Amongst all the moral virtues that are required to make a gentleman, 'benevolence' is reckoned the most important that all mankind should possess.

Benevolence, according to Confucianism, is the love, true feelings and empathy one has towards others, it is believed that only when human beings have love and feelings can other moral virtues derive and be appreciated. Hence benevolence is seen as the starting point of developing and performing other 'moral virtues', such as 'righteousness' which is the respect one should have for others, and 'propriety' which represents not only the performance of harmony between human beings, but also the social orderliness and customs naturally emerging as a result of harmonious relations; this idea is particularly significant in Confucius' programme of education. These moral virtues, built on true love and empathy, can thus be seen as the affective foundation of Chinese culture (Fen, 2003), and form the behavioural patterns for Chinese people.

One way to obtain these virtues is through fulfilling one's roles and moral duties in

accordance with five ‘ethical codes’, which form the basic ethical relational patterns that exists in human life, including ruler and subject, father and son, husband and wife, elder brother and younger, and friends; the moral principles derived from these relational codes should be strictly followed by all means and extends to broader social groups. Based on this concept, the family is considered as the fundamental basis where all these relationships emerge and affective characteristics, such as love, filial piety, respect, loyalty, humility and trustworthiness, etc., which represent the sophisticated qualities of human beings, originate. These affective qualities are accessible to everyone and lead the way to the ultimate contentment in life, and it is stressed that only through obtaining these affective qualities and performing all aspects of them, can the affective connection between every member within the society be consolidated, the orderliness of the society be secured, people become able to reach desired happiness in life, and eventually a harmonious state of the whole universe can be accomplished. Such a balance and harmonisation between self and society represents the heart of Confucius’ philosophy and to a significant extent makes up the distinctive viewpoint about how the affective dimension is seen in relation to moral aspects in a Chinese context.

3.2.2.b Confucianism and Emotion

It was discussed earlier that it is the love and feeling derived from benevolence that represent how affect is perceived in the Confucian philosophy (Fen, 2003). The term ‘affect’ in Confucianism is a philosophical concept closely related to the cultivation of moral characters, rather than a biological term to be further explored, and accordingly there is not much detailed discussion about the nature of affect in Confucian literature. Even so, based on the research findings of Chen (2000), four

types of emotions were identified in the *Analects*.

Generally speaking, Emotion for Confucius is also virtue-related and serves moral functions. It is considered an essential element that needs to be cultivated for the pursuit of ideal moral characters. The first type is 'positive emotions', including joy and happiness, love, and fondness, which according to Confucianism, are naturally possessed by human beings and can be perfected by cultivating oneself in a benevolent way such as loving one's family, pursuing the ideal characters, and studying etc. The second type is called the 'negative emotions' which fall on four categories of emotions: hatred and anger, disgust and dislike, sorrow, and fear and worry. These four are mostly aroused by external stimuli or things that violate the principles of benevolence. The third is the 'emotion that affects the formation of moral virtue', including appetite and desire. According to Confucianism, these two emotions are usually the source of crime and greed by distracting people from morality, especially when they are misused and applied excessively; and therefore to avoid misbehaviour, Confucian philosophers claim that these emotions need to be properly suppressed, controlled or released. The fourth type of emotion is called the 'conscience-related emotion' and consists of feelings of shame, regret, and anxiety, which are derived from moral senses and serve the function of regulating and examining human beings' behaviour. According to Confucius, all the emotions are considered naturally nurtured and none of them is bad or evil in nature, it is only when they are attracted by the external temptation that the evil desires, which jeopardise the path to perfection and virtue, would appear; and as a result, Confucius particularly values the function of education to assist pupils' emotional growth. It is

stated in one of the Chinese classics ‘The Doctrine of Mean’¹ that education can have a great influence on human beings in learning to control their emotions and then modifying their emotional performance; moreover, it is also clarified in the book that the ultimate goal of educating the emotions is to reach ‘appropriateness’, which means that everyone should learn to handle and express his emotions in an appropriate way. How this can be achieved through education will be discussed below.

3.2.2.c Confucianism and Affective Education

Education, according to Confucianism, conducted as both medium and demonstration of ‘benevolence’, is also built upon love and moral conceptions of the culture. By analysing the wisdom of Confucius, it can be argued that the concept of ‘education’ consists of two dimensions: self-improvement, which is concerned with the necessity for every individual to accomplish the perfection of virtues; and formal education which is similar to school education in that the knowledge is delivered mainly through teaching --as we know, Confucius with his disciples formed the first private school devoted to higher education in Chinese history. Whether education means self-improvement or formal education, the learning which Confucius implies seems to be a holistic knowledge of human character which develops and cultivates mentally or morally, to expand, strengthen, and discipline (Creel, 1954). Confucius considers intellectual cultivation to be of little worth if it were not accompanied by emotional balance for the reason that the education without caring the holistic development of pupils is usually unable to produce a well-adjusted individual, capable of taking his place as a happy and useful member of the society. And thus

¹ ‘The Doctrine of Mean’ is one of the Confucian classics that record Confucius’ wise words.

one of the educational aims of Confucianism was the development of the holistic self from one's natural endowment, to make people a morally strong entity that can be prepared to hold true to their principles through any crisis and in the face of every temptation.

With regard to teaching methods, Confucius particularly values how art can smooth and purify human beings' heart and virtues; he clarifies this idea in stating that the central philosophy underlining education is '*to seek for the way to the ultimate happiness, hold to virtue, rely on your benevolence, and relax in the study of the arts*' (Analects, 7-6). Confucius believes that through art, the sense of appreciating aesthetics can be triggered, emotions can be comforted and inspired in a direct and natural state, people's moral affection can be enlightened, and the virtuous characters can be advanced (Fen, 2003) and for this reason, art education in the curriculum can be said to deliver affective education in Confucian perspective (Tsuei, K.Z., 1999; Fen, 2003). Amongst all arts, poetry and music are seen as the most important subjects of study as they are considered to purify emotions; in line with this, Tsuei (1999) concludes that Confucius perceived learning as '*inspired by poetry, cultivated by arts, based on benevolence...completed through music*' and such a concept has had profound implications towards affective education in China.

First of all, Confucius advocates the importance of learning poetry and being inspired by appreciating it. For people in ancient China, poetry was one of the basic subjects to learn, and was considered a demonstration of one's behaviours, thoughts and emotions. Beautiful poetry can arouse emotional reactions from the reader and offer her the opportunity to re-experience and scrutinise her own internal feelings through the infinite imagination that words can produce. Additionally, through

beautiful diction and the use of the imagination, poetry can ease the possible resistance people hold towards moral doctrine and make moral values more acceptable to the reader. As a result, appreciating poetry for Confucius, not only helps express feelings and emotions, but can also convert negative desires into positive emotions, inspire positive thinking, and enlighten one's moral development. Apart from poetry, Confucius also gives great emphasis on learning 'six arts'² as a general content of education. He believes that different types of arts can produce different enhancing or healing functions to the emotion and virtues of human beings, and accordingly through learning arts, people can be cultivated and benefit culturally, mentally and spiritually. The third concept Tsuei defines, in relation to the affective dimension of education, is that Confucius considers the conduct of education to be based on the principle of 'benevolence'. As discussed earlier, for Confucianism, 'benevolence' represents love and affection derived from family and as constituting the foundation to develop relationships with others, and it is this quality that distinguishes between mankind and animals. Yet, such love and affection cannot fully cover the vastness of 'benevolence' in Confucian philosophy, since people with benevolence should not only possess such affections, but also be able to use them appropriately in any case. Consequently, 'benevolence' for Confucius consists of both the affective qualities and the actions to handle these qualities properly, which is interwoven with affective and cognitive dimensions. People should be able to love, care, empathise, handle their own negative emotions, and conduct self-introspection. Confucius believed that people who act upon benevolence are those who are in the balanced state of sense and sensibility, and such a state, is necessary to the holistic development, and is also the ultimate goal of education. And finally, Confucius also

² The term 'six arts' refers to ritual, music, archery, horse, calligraphy, counting.

values highly the function of music in cultivating pupils' emotional and moral development, and asserts that it is only through the influence of music that perfection of characters be accomplished. Similar to poetry, music from a Confucian viewpoint is a medium that can excite affective reactions by touching people's hearts. The making of music is considered the truest expression of human beings' feelings and spiritual power. Beyond this concept, Confucius also regards music as the cultural heritage which records the evolution, the essence, and the moral values of the culture (Tsuei, K.Z., 1999). Music under these concepts, not only purifies the negative emotions or desires of human beings, but also activates the affective dimension without jeopardising the moral requirement the culture expects everyone to abide by. It is based on this reason that Confucius considers music as an essential element during the educational process to accomplish the sublimation of human beings' characters (Tsuei, K.Z., 1999; Fen, 2003).

The contribution of these four concepts to education is that they build up a close connection between affective education, art education and moral values. The emphasis of 'poetry, art, benevolence and music' does not merely represent the ideal content of education, but also implies the affective goals underpinning the very essence of education from Confucius's perspective. Through learning poetry, it is hoped that the internal negative feelings and desires could be let off and converted into positively driven powers of moral development; through the delivery of arts, a variety of approaches could be provided and thus an enhancement of different aspects of affective development of human beings can be accomplished; with the concept of benevolence as the underlying philosophy of education, the balance of affective and cognitive developments of human beings can be achieved, and thus people experiencing affection can employ it positively; and finally through the

cultivation of music, the advancement of human beings' moral characters can be completed.

Confucius also points out some general principles to be employed throughout the educational process, which are related to the affective dimension inherent in the hidden curriculum (Fen, 2003). Firstly, Confucius emphasises the issue of equality in education (Fen, 2003). From Confucius's point of view, all pupils should be given an equal opportunity to access education and be treated in the same manner regardless of their background, intelligence, interest and capacity, since everyone has the right to pursue knowledge as long as they wish to. This issue is part of the philosophy of delivering good education. However, although Confucius strongly advocated the principle of equality, he also highlighted the importance of the individualised instruction to pupils. Teachers should respect every pupil as a unique individual, take her particular needs into consideration, and deliver knowledge through different methods in the hope that every pupil can be provided the education and foster that suits her. Secondly, the concept of 'inspiration' is also given recognition by Confucius. 'Inspiration' here denotes two elements: oral and behavioural inspirations. When it comes to oral inspiration, Confucius used commonplace images such as metaphors to describe more significant truths. He considered 'drawing' for example as a skill which not only attracts pupils' interests in pursuing knowledge, but more important, it also allows them room to think by themselves; and hence, Confucius always encouraged the use of inspiration to both educators and pupils. On the other hand, as for behavioural inspiration, Confucius was particularly concerned with the attitudes and behaviours which teachers showed to pupils. Whether or not teachers can exemplify moral behaviours in their own deeds and throughout the educational process and be role models offering hidden

curriculum to pupils through daily interaction is crucial to the quality of education. And if teachers can only interpret books or dictate scriptures, yet fail to be a lively ‘curriculum’ or moral model that pupils can learn from, the education delivered by them can never result in any substantial effect on pupils. Finally, Confucius also placed great emphasis on the harmonious and positive relationship, built upon respect, trust and consideration, between teachers and pupils, and insisted on the importance of positive relational dynamics which can benefit learning results. An important preliminary consideration to enhance teacher-pupil relationship, according to Confucius, is that teachers should respect pupils’ immaturity and imperfection, as well as their own in terms of personality and profession. Apart from that, as an educator and moral facilitator, every teacher should also possess a humble mind as well as the attitudes of ‘*never feel sorry or ashamed to ask knowledge from the inferior*’ and ‘*never be embarrassed to ask about any single knowledge*’ towards teaching and learning, and always consider himself as an ‘empty bucket’ ready to be filled with knowledge by all means, even from his pupils or inferiors. It is believed by Confucius that only when teachers are aware that they are not superior to pupils, can pupils be respected throughout the learning process, and the best achievement of both learning and teaching be accomplished (Chen, 2000).

3.2.3 The Impact of Confucianism

Although Chinese culture is seen as a mixture containing elements of various domestic and foreign cultures, philosophies and religions, such as Confucianism, Taoism and Buddhism etc., yet Confucianism must be seen as the most important influence of all (Creel, 1954), impacting not only many parts of Asia by means of constructing moral values, but also influencing the western world with its humanist

concepts; Reichwein points out for instance that ‘Confucius became the patron saint of 18th century Enlightenment’ (quote from Creel, 1954), and many of Confucius’s classics have been introduced to western culture for centuries (Creel, 1954).

Being highly morally oriented, Confucianism determined the formation of distinctive national characteristics centred on a strict morally hierarchical system within which every man is a basic unit to pursue the perfect virtue for the good of family, society and ultimately the nation. People are discouraged from developing individuality of their own; rather, whatever relates to the benefit of the group is deemed as the priority, beyond individual interests. In other words, the philosophy of Confucianism has made Chinese society value collectivism highly (Yan, 2001) where people, including children and adults, are not encouraged to celebrate their uniqueness or express their feelings and opinions; moreover, when a conflict between an individual and a group occurs, people are encouraged to abandon their personal concerns and emotions for the sake of the harmony and benefit of the group (Yan, 2001). As a result of this, several thousand of years, Chinese culture has been implicit and reserved and so have the affective characteristics of Chinese people. According to Bond’s research (1986), an interesting result shows that Chinese people tend to show less anger as they grow older, and this research in some way indicates that as being more mature and socialised, Chinese people tend to reserve personal emotions and opinions. This cultural feature not only moulded Chinese people, but it also influenced the pattern of school education, as from ancient China till modern education, moral perfection and collectivism have always been the conceptions that underpinned the education and determined the main content of education; young people had been taught to assimilate these moral values, follow these social expectations throughout the process of growing up, sacrifice

individualism and pass on such collectivist values to the next generation. The continuation of these situations in the educational field for centuries resulted in the neglect of the individual emotional and personal development of children in school education; although, as mentioned earlier, a significant part of Confucius's philosophies is concerned with the affective dimension of human beings as well as its educational implications, it has been argued that the emergence of relevant discussions about affect in Confucian philosophy was mainly concerned with moral values, and never given serious attention. Consequently, the concern for the affective dimension of children had always been left over in a neglected corner in school education. However, it can not be denied that Confucianism still has made a far-reaching contribution by defining and exploring the affect from solely Chinese and moral perspectives, as well as pointing out the close connection between the affect and education, much of which coincides with later western philosophies. Furthermore, although the influence of Confucianism has been fading in terms of school education in the later decades, owing to the fact that it had once been banned during Cultural Revolution in China, and that many new theories as well as philosophies proposed from western culture have been introduced to Taiwan and China, Shen (2002) argued that Confucianism still needs to be reviewed, re-scrutinised and re-interpreted for the modern Chinese society since it is responsible for much of the current nature of Chinese culture, and provides a strong basis for Chinese values. What is encountered in Chinese context at the moment is that the distinctive and sophisticated Chinese culture has been eroded by the materialism overwhelming the world, the political and economic uncertainty, the confusion between domestic and international cultural impacts, and the 'universal nihilism appearing in the younger generation' (Shen, 2002, p.318), and accordingly it has

been suggested that it would be necessary to examine the culture and integrate it with diversity and variety in modern society. Similarly in the educational field, reviewing those philosophical and cultural elements that have constituted the educational contexts provides us with an opportunity to look into the need and underlying reasons that have made pupils what they are now. And this is what this theoretical review aims to provide.

3.3 The Place of Affect in Education in Taiwan and China in the Contemporary Primary Education

It was previously argued that, in the past, the educational system was mainly focused on social control through ‘repressive discipline, nationalist ritual and moral instruction’. The main purpose of mass schooling was to supply an educated and loyal workforce to serve the needs of industry and commerce. Under these circumstances, the management of education was highly centralised and cognitive in nature (Huang,1995), and the holistic development and welfare of pupils were neglected. An examination of the work undertaken in the primary phase at that time shows that some aspects appeared to contribute to the affective development of children. One such factor was the early curriculum of moral education; the other factor was the emergence of concern for pupils’ mental health introduced from the psychological trends in the United States in the 1950s. In the following section, I will consider how these two factors engaged with affective responsibility and influenced the evolution of affective education in Taiwan and China.

3.3.1 Moral Education

3.3.1.a Taiwan

As discussed previously, the moral concepts based on Confucianism can be seen as the origin of education catering for the affective development in Chinese context emphasising the idea that every one should cultivate his virtue and personality by means of art and study, which not only functioned as the criteria for personal behaviour, but also dominated the formation of social values for thousands of years (Chiu, 2000). Although this moral and collectivist approach constituted the content of education for centuries, it was not until 1902 that morality appeared as part of

the national curriculum under the subject title ‘moral cultivation’. In Taiwan, these initial concepts continued as part of a national curriculum albeit with different titles, such as ‘citizenship’, ‘the cultivation of citizenship’, ‘citizenship and morality’, ‘life and ethics’ and finally ‘morality and health’; yet, the high status this subject was given and the influence it had on education at all levels was never changed (Chiu, 2000).

In Taiwan, the evolution of contemporary moral education can be traced back to 1949 when the Second World War had just ended and society was in urgent need of reconstruction (Wu, 1987; Chen, 1991). Given that the political and economic situations at that time were gloomy and uncertain, education at this stage was centred on nationalism, aiming at consolidating the nation and fighting against communism, and this was the case with moral education. Moral education at this time was mainly concerned with political ideology and patriotic doctrine, and functioned as the tool to build up national consensus and unity (Chiu, 2000). At that time, it was not taught as a separate subject but rather delivered as whole school activities or interdisciplinary approaches integrated into many school courses such as language, social studies etc. Such practice of moral education dominated the development of education at that time, yet it failed to cater for the development of healthy personalities of school children and ended up as vague, fragmented only supported by doctrinal knowledge in textbooks (Sun, 1952; Chiu, 2000). It was not until 1962 that moral education was introduced as a distinct subject in the primary school curriculum and was called ‘citizenship and morality’. This move came as a result of the perception that the interdisciplinary approach to delivering moral education could no longer satisfy the need to prepare young people with the moral attitudes and social values for political and economic progress. The new subject was not only focused on nationalism, but

also extended its scope to ‘traditional moralities, knowledge of citizenship, various regulations for daily life as well as the knowledge of hygiene’ (Ji, 1963). By establishing the new subject, it was intended to efficiently integrate the moral knowledge and behaviour effectively, and furthermore, to improve the education for life and morality and the well-rounded development of pupils by means of the single subject in co-operation with an interdisciplinary approach. However, this version of moral education was the subject of criticism which argued that the inculcation of nationalism and traditional moralities was still its real purpose (Chiu, 2000) and the concern of the development of pupils was not given as much attention as stated in the national curriculum.

In 1968, coupled with the reform of compulsory education which extended pupils’ attendance in schools from six years to nine years—including primary and secondary --the arrangement of curriculum courses as well as content was also changed in order to deliver more integrated and efficient knowledge and help the all-round development of pupils; moral education was included in these changes. In this reform, moral education was further revised with a more specific scope at the primary level, ‘citizenship and morality’ was renamed as ‘life and ethics’, and in the secondary level, the subject title ‘citizenship and morality’ was retained as were two of four original themes whilst ‘hygiene and citizenship courses’ were dropped. By carrying out these major reforms of the educational system as well as the curriculum, it was hoped that the all round quality of education could be enhanced and pupils could be encouraged to develop on many levels. In line with this goal, most of the school courses were designed as tools to equip pupils with the necessary knowledge and skills to cope with future life, while moral education was centred on the development of values, personality and morality of pupils (Chen, 1993). Yet, it was

found that in reality only the quantitative issues of curriculum content were examined and modified while the quality of education as a whole was still neglected in the first few years after the reform was undertaken (Chiu, 2000). As for moral education in this period, it was criticised as failing to shed its nationalistic nature. Hence, in 1975, partly as the result of the above reasons and partly because of the urgent need to improve the quality of compulsory education for the political and economic development of the nation, the curriculum guidelines set in 1968 were further checked and revised, and moral education was aimed to prepare pupils to be effective citizens in the modern society by means of a nine-year integrated curriculum with four subject targets: to assist pupils to develop positive behaviours, to perform traditional moralities, to cultivate a sense of patriotism, and to become better citizens. The subject course 'life and ethics' in the primary section was composed of 18 defined moral values and designed to be delivered daily in the form of 20-minute sessions for the practice of moral regulations and behaviours, together with a weekly 40-minute session dedicated to discussing moral knowledge in years four to six. This modification was intended to equip pupils with the formation of moral behaviours and cognition coupled with catering for pupils' socio-emotional development through a combination of daily practice and weekly-taught course, and initially, it did satisfy the need of the society. But, in the 1980s, the extremely conservative and authoritarian force that had dominated the political and economic scene in Taiwan collapsed, and society moved to a situation of diversity and greater freedom, and the cultural ethos also became democratic, and open to change. As a result of this, the curriculum of moral education was again criticised as outdated with its rigid emphasis on the simplistic concept of 'patriotism', only focusing on behaviour formation whilst failing to foster in pupils the ability to make moral

judgements, overemphasising the values of collectivism whilst neglecting the importance of the individual, merely filling pupils with nationalism rather than equipping them with knowledge and a broad vision of international affairs (Chiu, 1992). It was also pointed out that the number of crimes committed by young people rose from 7845 cases in the 1977 to 17309 cases in 1986 (Yang, 1988)and one of the possible causes behind this increase was the inefficiency of moral courses delivered at primary and secondary schools which were designed and mainly based on the expectation and cognition of adults, and failed to incorporate the prevailing and changing social ideas of the time (Chiu, 2000).

In 1993, and as a consequence of the major change in the domestic situation with its significant impact on young people's development, the national curriculum guidelines were reformulated, and school curriculum reorganised as a response to the diverse social values and pupils' needs. This reform was mainly conducted in the primary sector, and a new statement of aims was presented, which specified that education must be informed by contemporary national, educational, social, and economic principles in order to 'effectively promote the well-rounded development of pupils in the 21st century'. Unlike the curriculum guidelines for primary education revised in 1975, the new version was not only based on an integrated approach, but 'centred on the education of life and morality, and aimed at improving the moral, intellectual, physical, social and esthetical development of students', additionally, it also laid stress on the responsibility of education to equip pupils with the ability of thinking, creativity, solving problems and making judgements (MOE, 1993). As for moral education in primary education, a new subject 'morality and health' was introduced as a replacement for the prior subjects of 'life and ethics' and 'health education'; it was to be undertaken twice a week from years one to six in the

following manner: from years 1 to 3, moral and health issues were organised as one subject, while from years 4 to 6 they would be delivered as two separate subjects. The moral content of the new subject was designed on the basis of empirical research with a progressive structure which moved from 'one and self', to 'one and others', and finally 'one and environment', which were, condensed from eighteen moral items in the 1974 version, eight moral values including 'benevolence', 'justice', 'courtesy', 'industry and thrift', 'honesty', 'filial piety', 'law obedience' and 'patriotism', with connection to issues of life, environment and interpersonal relationship etc. It was hoped that the design and operation of the new subject would take account of pupils' personal, social and emotional development and more effectively interact with their life experience (MOE, 1993). Compared with prior versions of moral courses, the content of 'morality and health' included more diverse issues beyond a pure doctrine of morality which shows that the aim of moral education was extended from moral delivery to the fostering of pupils' well-being. Moreover, the reduction of time arrangement for taught sessions of moral education also shows that the status of moral education was gradually reduced.

In summary, the emergence in the Taiwanese primary school of moral education represents the institutionalisation of the concern for students' general well-being, and personal and social development, although it started from a concern with the delivery of morality alone. As shown above, the origins of moral education in the primary sector can be traced back to the concern for the importance of early curricula assigned to the formation of character and the promotion of moral behaviours due to the political instability of the 1950s and 1960s. The modification of moral education of the primary curriculum from the mid-1970s to 1990s was a response to the increasing recognition that students' holistic development cannot be satisfactorily

promoted through the doctrine of morality alone. By the end of the 1980s to 1990s this area had been given a more integrated and structured approach, and the curriculum content had been replaced by a more diverse set of values that went beyond purely traditional moral features and emphasised respect, the ability to judge, and preached personal and social qualities for the modern society etc. As a result of that, it would appear that the situation regarding moral education and its affective responsibility in the primary school has improved significantly in the last decade, however, it needs to be pointed out that this conclusion is based on the literature review offered above rather than on empirical evidence of the current study. In recent years, the significance and spirit of moral education as a school course in the primary phase and the role it plays for affective responsibility are being transferred by newest educational reform ‘nine-year-joint-curriculum-reform’ within which moral education is no longer a single taught subject, and pupils’ personal, social, emotional and moral developments are to be pursued evenly through the teaching of all school courses as well as planned activities. Consequently, it still remains uncertain whether such reform will bring any dramatic change to teachers’ affective responsibility, pupils’ affective development and the approach used to deliver affective education in schools; the study that was conducted as part of the present work sets out to seek answers to these questions. However, given the comparative nature of this investigation, it is necessary to consider how the issues discussed above have been dealt with in the primary school in China.

3.3.1.b China

Like it did in Taiwan, moral education has had a significant place in education in China. Moral values, especially patriotism and collectivism, had formed the basis of

the communist country and influenced all levels of education, yet a single subject of moral education had not been established at that time. In 1950, this nationalistic emphasis on moral education was realised in the secondary school as the subject called 'Politics' aimed at modifying the sense of traditional values and developing certain political thinking in pupils (Lee, 2001).

However, in 1966, when the Cultural Revolution occurred, everything related to the cultures and traditional values was condemned. The atmosphere of anti-Confucianism and tradition spread throughout the nation, and behaviour based upon the fine moral virtues that had lasted for thousands of years was forbidden. In the following ten years, the heritage of Chinese culture as well as the sense of traditional morality was attacked and almost completely destroyed, and all related school curriculum was also removed or revised. Politics courses at secondary level still retained their status in school education during this period, however the content was greatly changed and focused solely on a nationalistic approach; it was not until 1975 when the cultural revolution ended that a concern for traditional values returned to the nation. Yet moral education at this stage was mainly seen as a set of conceptual guidelines and delivered mainly through an interdisciplinary approach at schools rather than as a specialised subject. In 1978, the subject 'Politics' was introduced into primary education which was the first taught moral course of primary level in China. However, the drastic impact of western influences coupled with the urgent need for national modernisation highlighted the need to discard the destructive impacts on Chinese culture as well as the ideological residues from the cultural revolution, and it appeared that the content of 'Politics' could no longer satisfy the need to re-educate the younger generation with sound moral features, and accordingly in 1981, the curriculum guidelines of 'Thinking and Morality' were

presented as a replacement for the original course of 'Politics' in the primary school in order to deliver a planned and systematic education of communist thinking and morality to the pupils. In the same year, the new subject was introduced in schools and delivered once per week to years one to five at primary level nationwide. In the following year, the curriculum guidelines of this new subject were further modified in order to better integrate with the 5-year compulsory primary education with specific aims which assisted pupils practising '5 loves' which refers to the love of the nation, the crowd, physical work, science, and socialism, and additionally equipping pupils with good character, good virtues, and the ability to care for others, obey the regulations and make judgement for the benefit of the nation's modernisation.

In 1985, the central educational authority made a number of statements, which affirmed that moral education should be seen as being at the heart of education. In 1986, and as a consequence of major domestic progress, the Chinese government prolonged the period for compulsory education from five years in the primary sector to nine including six years of primary education and three years of secondary education; following this major change, the national curriculum guidelines were also amended, a change which resulted in the government's decision to open up textbook publication. In the past, in order to control the content and the quality of the knowledge delivered to pupils, the design of both curriculum guidelines and textbooks were completely centralised by the government. From 1986 onward, the design and publication of school textbooks was modified on the basis of the principle of 'one-set-of-guidelines-several-version' notion by which was meant that the curriculum guidelines were made by the central authority while the opportunity for the textbook design and publication was open to several local educational

authorities to undertake. This new approach also applies to the moral subject 'Thinking and Morality' by assigning the work of textbook design to six local authorities and publishers, and the first editions resulting from this have been used nationwide since 1988 (Lee, 2001). It was hoped that this would result in a wider range of textbooks being available to schools, whilst the previous authoritarian approach would be replaced, and the quality of education delivered to pupils would be improved. Since then, many small-scale and national level experiments in the moral curriculum as well as the research on different moral issues have been conducted at primary level and quite a few school-based materials for moral course based on the result of these experiments and research have been produced. In 1992, the curriculum guidelines for moral education were further revised and it was specified that the aim of moral education was to provide pupils with the ability to be active, to think independently, to make judgements, and more importantly, to inspire them with internalised moral values. In relation to the moral curriculum, there were also some changes made to the textbooks on the basis of 'one-guideline-several-versions' principle, apart from that, some new textbooks based on the findings from the previous experimental curriculum were produced at this time (Lee, 2001).

In 1997, in order to equip pupils with moral features that might be needed for the pursuit of national modernisation as well as to encourage more freedom for curriculum design, the curriculum guidelines for moral education were revised again, and were again based on the 1992 version, with the aim of moral education reiterated as 'setting to deliver character education, Marxism and the knowledge of social science that is necessary for young citizens to deal with their life in the future' (MOE, 2001), and more details were provided in terms of learning stages of moral education and the attainment targets for each stage. There are four stages for moral education

delivery identified for schools: stage one is from years one to two in the primary level, stage two is from years three to five in the primary level, stage three covers year six in the primary level, and stage four tackles years one to three at junior high school. The attainment targets for the stages in the primary level are as follows: In the first stage, cultivation of good behaviour where ideas would mainly be delivered through pictures; In the second stage, the aim is to help pupils confront moral dilemmas and make the right decision by using story telling or examples; and at the third stage, the course is targeted towards upgrading pupils' consciousness of moral behaviour and helping them connect moral issues with their real life. At each stage, various themes with regard to the cognitive and behavioural aspects of pupils' development were specified and discussed, and by doing so, moral education was expected to be 'conveyed creatively and systematically to pupils with the consideration of their physical features, emotional development, cognitive ability and their life experience' (MOE, 2001). These guidelines for moral education are still being used today, and the ideas they express are at the heart of recent educational reform in China, which will be discussed in more detail in the next chapter.

Apart from the planned curriculum, some significant aspects of what happens in school influences the delivery of moral education at the primary level in China. First of all, at the managerial level in the primary sector, there is a section called 'branch office of the communist party' which is found in every school to deal with issues related to moral education and communism, and monitor the running of these two aspects at school. Normally the head of this section is assigned by the government and thus the section acts as the unit representing the communist party and allows it to control the work of moral education inside school (Lee, 2001). Furthermore, there is a student group called 'the young pioneers' which involves the top few students

from each class, who assist in the work of moral education, and encourage the cultivation of moral behaviour amongst pupils on campus. The origin of ‘branch of communist party’ and ‘young pioneer team’ are basically communist in nature and their purpose reflects the nationalistic approach to moral education in China.

To sum up, the contemporary development of moral education as a taught course in the primary sector in China could be attributed to the influence of Marxist ideology, socialism and patriotism, as well as the need to educate pupils with certain characteristics appropriate for the progress of the nation. It was developed from the subject of ‘Politics’, and its early form as ‘Thinking and Morality’ served deep political and nationalistic functions (Lee, 2001), yet, in its later evolution from 1992 to 1997 more concerns was shown for pupils’ personal, social and moral development (Gu, 2002). However, its nature was always confined to the ideology of communism and from the content of the moral education discussed previously, the pursuit of political intention, rather than the cultivation of morality (Lee, 2001; Gu, 2002) or even affective development of pupils, had been the dominating aim. Additionally, given that moral education was seen as being at the heart of education and penetrating all aspects such as policy making, daily schooling, school ethos and curriculum etc., the work was not as effective and influential on children and young people as expected. One reason for this is that the practice of moral education and teacher’s tutoring skills failed to deal with the issues derived from this fast changing world (Gu, 2002); In addition, it was also criticised because the moral curricula mainly focused on doctrine delivery from adults’ point of views and did not effectively take into account of pupils’ physical and affective needs (Fan, 2001; Gu, 2002), consequently, the curriculum could neither encourage pupils’ learning interests, nor equip them with the moral qualities outlined in the guidelines.

Although in recent years, there have been some reforms undertaken in the curriculum and guidelines, the problems highlighted above still remain and need more reforms (Fan,2001).

The significance of moral education in Chinese culture and its early emphasis on the cultivation and sublimation of one's personal social and emotional development initiated concern for affective development in the Chinese context and represented a manifestation of what is referred to as affective education in this study. The later evolution of moral education in the primary section in both Taiwan and China became extremely nationalistic in nature and mainly served a political function due to the politically and economically insecure state of the nation, and as a result of this, it was the period of time when affective responsibility tended to be neglected and the overall development of pupils at the time was not well catered for in the moral curriculum. However more recently in both countries, the all round development of pupils reappeared in official discourse as a priority with which education should be concerned in that more and more affective elements can be seen in the guidelines, curriculum, school ethos, and the operations at schools. In Taiwan, pupil-centred approaches and the connection with life was highly valued in the moral curriculum, while in China, it was the cultivation of moral qualities and moral concept delivery that were focused on. Even now, moral education is seen as having an essential affective role and various approaches have been adopted in schools to deliver the spirit of moral education. It has also been shown that the moral curriculum in both countries has been in a constant state of change and reform responding to an ever widening range of influence(Lee, C.M., 2000). Whether these changes and affective operations have been realised in the classrooms will be discussed furthered in later chapters.

Besides moral education, from 1950 onward, the introduction of western psychology has also produced a significant impact on ideas about pupils' affective development in the education domain in Taiwan. Its practice was based on a set of taught courses called 'guidance activity' and the establishment of guidance rooms at schools, which aimed to foster pupils' well-rounded development and shared a great degree of affective responsibilities in schools.

3.3.2 School Guidance

Unlike moral education, the introduction of educational psychology at schools represents a western-perspective, and mainly concerns pupils' mental health and well-rounded development. Its origin in the education domain in Taiwan can be traced back to the early 1950s, when the political situation had just settled down, and a great numbers of expatriates returned to the country for education and found a great deal of difficulties in adjusting to the new environment. To provide support and assist these people to deal with the various problems they faced at schools, the Ministry of Education at the time started its first trial of guidance system based on western models. This practice was claimed to have produced a satisfactory result, and convinced the government of the need to apply guidance systems comprehensively in schools. In the 1968, the first guidance subject was established in the secondary level and was labelled 'instruction activity'; its main purpose was to improve pupils' self-understanding, and furthermore, to offer support and instruction in the aspect of life issues and future career plans.

According to some researchers (Sung, Lin & Cheng, 1991), the first appearance of guidance work in the primary sector originated in 1960 when some hospitals initiated projects in terms of children's mental health in co-operation with some

primary schools and the concern for children's mental welfare in this country then spread. In 1975, seven years after the guidance course was formally introduced at secondary level, the official concern for the operation of guidance work in the primary level finally bloomed. In the same year, the primary curriculum guidelines were modified, and the subject of 'guidance activity' was included in the school curriculum in the hope of improving pupils' self-awareness, positive attitude to learning and life, and their capacity to deal with life issues (MOE, 1975). Although it seemed that a guidance system had been formally started in the primary section, confusingly, there was no single taught course set for this new subject, rather, in the guidelines it was stated that this subject 'should be delivered in an interdisciplinary approach through all subject teaching, especially the subjects of 'group activity', 'life and ethics' and 'health education' and general school activities in order to penetrate the spirit of guidance into every aspect of schooling (MOE,1975). Additionally, it was also noted that 'every school teacher should take the responsibility of guidance work' (Sung, Lin & Cheng, 1985), which was very much founded on the psychological theories in the United States and followed the concept of 'every teacher as a guidance worker' (Huang, 1992) in primary education. This concept that every teacher should take guidance responsibility remained in place until very recently and to a great extent resulted in the problems of teachers' inadequate guidance qualification, ambiguous guidance responsibility and the inefficiency of guidance work (Tsai *et al.*, 1990; Mao *et al.*, 1990; Huang, 1992).

During this period, the guidance system was severely criticised and its function and efficiency were questioned. Although as mentioned above, the guidance system had been given formal attention in the primary schools since 1975, its importance was very much neglected in reality as a result of the situation that guidance system was

not established in the school curriculum (Mao *et al.*, 1990).

Moreover, some researchers found that the failure to fully prepare teachers with guidance techniques and positive attitudes also contributed to the inefficiency of the guidance program in primary schools. It was not until 1980 that the promotion of a guidance system was further recognised by the regulation called ‘the act of civic education’, within which the necessity of the installation of guidance room and professional staff in the primary section was stated, and from 1984 onwards, schools with more than twenty-five classes have been provided with a guidance room coupled with guidance teachers in an attempt to offer developmental, preventive and remedial support to pupils as well as assist them to work through their ideas and feelings towards a greater self-understanding of themselves, self-confidence and some measure of self-fulfilment. Concerning the evolution of guidance curriculum, despite the fact that it had been included since the 1975 version of curriculum guidelines as an integrated theme in all taught subjects, it was not until 1993 that the subject ‘guidance activity’ was introduced as a formal taught course to years three to six at primary level by every class teacher, whereas for years one and two, ‘the delivery of guidance still remained the interdisciplinary approach’ (MOE, 1993) and this curriculum is still in operation at the moment. Guidance work is still being undertaken through both school curriculum and the guidance room at primary level.

It is clear that the series of regulation and operations of the guidance service that the government introduced was intended to remedy the flaws of education, that pupils’ comprehensive developments and affective needs had not been well taken care of in the primary sector. Reviewing the curriculum guidelines of ‘guidance activity’, it is stated that the aim of this subject is to ‘assist pupils to understand themselves, the

environment and society; promote pupils' positive attitudes towards life as well as the motivation to learn, to think, and to create; equip pupils with problem-solving and decision-making skills; enhance their socio-emotional developments and finally, help pupils in special needs by inspiring their creative potential' (MOE, 1993), which seems to place particular emphasis on pupils' personal and social development by means of strictly scheduled subjects in conjunction with the assistance offered by the guidance room. As pointed out by researchers (Fen, 1985; Lin, 1987; Zao *et al.*, 1989), guidance work in primary education should be based on a conceptual knowledge of education, rather than on scheduled activities, in an attempt to equip pupils with positive self-image, and interpersonal and problem-solving skills through developmental and preventive approaches, and with the possibility of remedial work. However, what actually took place at schools was not quite the same picture, as many criticisms indicated that the efficiency of the guidance system was in doubt. Owing to its ambiguous status at schools, the guidance room was in a more unfavourable position concerning personnel and financial arrangements (Peng, 1978; Hsiao, 1990; Mao *et al.*, 1990), which resulted in the problems that it did not function as expected; instead, it mainly provided remedial service for pupils (Huang, 1984; Duan, 1985); the necessary qualifications for and the responsibilities of the guidance teacher were unclear (Cheng, 1987; Chang, 1990; Liu, 1990; Mao *et al.*, 1990); and that most schools failed to make a long-term and comprehensive plan to promote guidance work (Duan, 1985). On the other hand, with regard to the guidance course in the school curriculum, it was also noted that whether or not the class and subject teachers were capable, in attitude and knowledge, to deliver the guidance curriculum was questionable, since most teachers suffered from excessive teaching workload and were lacking in guidance training

(Chuang, 1990; Mao *et al.*, 1990). The problems that occurred revealed the difficult situation the promotion of guidance system confronted at primary level.

In the hope of solving these problems and in order to effectively integrate developmental, preventive and reactive elements of guidance into daily pedagogy, in 1998, the ministry of education initiated a significant reform of the guidance system in the primary and secondary levels, called 'Integrated Assistance System for Instruction, Discipline and Guidance'. The new guidance system involved the co-operation of different sections in schools, and this new system is now in operation. In line with this reform, and unlike the old system, guidance work is no longer undertaken merely in the guidance room and through a single taught course; instead, different guidance responsibilities have been assigned to each administrative sector and whole school curricula. It is believed that better results and impacts could be produced on pupils with guidance system undertaken through a whole school approach (MOE, 1998; CSC, <http://www.edu.tw/displ> ; Zheng, 2000). In addition to the emphasis on the integration of administrative and pedagogical levels, the need to build an effective resource network with the combination of teachers, parents, volunteers, the community, and the relevant social welfare organisations offering formal and supplementary guidance and instruction services to the pupils in need, is also one of the goals. By building a whole school guidance structure in conjunction with the use of effective resource network, it is hoped to foster pupils' all-round development and cultivate the healthy personality of each pupil (MOE, 1998). However, it has been found that, in the past few years since the new system started, the establishment and function of the resource network have achieved satisfactory results, while the integration of administrative and pedagogical dimensions of schooling have been neglected in most primary schools (Zheng, 2000), and this is

what the government is trying to amend at the moment.

Conversely, in China, the official concern for pupils' mental health as well as guidance system is a new concept which is still in the initial stage of its development. It stands in a significant position in the ongoing educational reform and therefore, more detailed introduction to the development of the concern for children's mental health, and its practice at schools will be addressed in the next chapter.

3.4 Concluding Thoughts

This chapter started with a discussion of cultural basis of the conceptualisation of 'affect' as well as its connection with education from a Confucius point of view, followed by a review of some stages in the evolution of Chinese educational systems that can be considered closely related to what we called affective education. As mentioned above, in the Chinese context, the evolution of the education which caters for pupil's personal, social, moral and emotional state originated from the concern of pupils' moral growth, and from 1950 onwards, the attention to pupils' affective development was expanded to the scope of mental health and the affective responsibility was then started to be shared by the adoption of school guidance in Taiwan. Neither of these two examples can be seen as fully fledged versions of affective education as defined in this study; rather, these two educational developments reveal different approaches through Chinese values to look after pupils' affective needs, display the changing points Chinese concerns for pupils' development, and have constructed a solid and distinct channel to cater for their personal, social, moral and emotional growth. The adoption of moral education and school guidance seem to complement each other by focusing on different aspects of the child, and it is suggested that the review offers some very valuable insights into

the ways that affective education has been conceptualised and practised in these two countries over the years.

Although it might appear that the two literature reviews in this chapter were not very directly linked to each other, since in the first literature, a detailed review of conceptual framework of affect in both general and educational contexts under the perspective of Confucianism, was provided; and a review of moral education and school guidance was introduced in the second part of the chapter, it is still believed here that the arrangement of this literature is logical since in the first literature, it was tended to offer a clearer picture of the contribution of education to the affective development, and how affective education is originated, defined and characterised in Chinese cultures; while in the second part of the chapter, on the basis of the conceptualised work in the first part, it was aimed to give thorough and specific insights into how affective education was transferred into practical operations in schools in its recent evolution.

Both Chinese theoretical and practical works indicate that the promotion of students' personal, social, moral and emotional development should be an important task of school education, and in the countries being researched it has been given increasing attention in recent years; furthermore, both forms of school guidance and moral education recommend a number of ways in which the affective aims of a school can be achieved: through the curriculum, extra curricular activities, teachers' attitudes, and the ethos of the school etc.... Although it has to be acknowledged that only a limited number of publications in Taiwan and China have been found in relation to this topic, the works presented in the previous and current chapters have brought together some relevant literature and provided significant insights on how affective

education has been conceptualised and practised in the Chinese domain. In this chapter, I have considered examples of moral education and school guidance, and in the next chapter, another example of the ongoing reforms with significant affective elements, which represent the most recent evolution of affective education in both countries, and whether a basis for further comparison exists in terms of affective education at the primary level between Taiwan and China, will be discussed.

CHAPTER 4

4 Affect and Educational Reform

4.1 Introduction

In the previous chapters, some theories relevant to the current research topic were outlined: In chapter 2, the nature of the affective dimension of human experience was examined and the different theoretical frameworks which seek to illuminate it were discussed; In chapter 3, the relationship between affective development and education as perceived in the Chinese context, in addition to those features and activities of the daily life of schools which can be related to the concept of ‘affective education’ as defined earlier, were examined in depth. Although it has been possible to develop a fairly precise definition of affective education in terms of its nature and scope, this development has been on the basis of the literature and does not necessarily reflect what is practised in schools, particularly since the cognitive dimension often seems to dominate much of the educational scene. This is not to suggest that governments in Taiwan and China totally ignored the fact that students have affective as well as intellectual and physical needs—though some existing literature does suggest that schools had been concentrating most of their efforts on the academic dimension while ignoring students’ affective needs. Nevertheless, as I have already argued in chapter 3, in Chinese society, schools have traditionally seen moral education as an important vehicle for the delivery of affective education which can be traced back to ancient Chinese philosophy; furthermore, in Taiwan from 1950 onwards, the affective concern has been promoted by the development of ‘school

guidance' influenced by the psychological trends from western culture, in the hope that pupils' affective growth can be better looked after. Neither of these activities, can be seen as a full expression of affective education, yet, in the recent history of schools, moral education and school guidance practised in both Taiwan and China seem to be the closest to affective education as defined in chapter 1. However, affective education is a multifaceted concept in which many elements of education are involved and which operates inside the school, rather than being something which is delivered through a particular subject, school activity or classroom approach. In order to effectively integrate an affective dimension into the educational process, as well as promote a more 'holistic education', a significant effort has been made in developing new national curriculum reforms in both Taiwan and China, in an attempt to rectify the over emphasis on the cognitive dimension. In this chapter, I will examine the development of these reforms, with particular reference to the primary phase. I will then look at the role of the affect in these reforms.

4.2 Reform in Taiwan

4.2.1 The Emergence of Nine-Year-Joint Curriculum³

In the past, the national education system in Taiwan was highly-centralised; the curriculum design, the process of schooling and the ultimate goal of education itself focused first and foremost on benefiting the nation (Huang, 1995). As I have already argued in the previous chapter, it was as a result of political and economic insecurity, that a key aim of education was to promote patriotism in pupils by means of

³ The name was adopted from the official website of the Ministry of Education in Taiwan:

<http://140.111.1.22/english/index.htm>.

controlling the curriculum and management of schools, regardless of the fact that in the national guidelines, it was clearly stated that the rationale of the educational system is to ‘equip students with sufficient knowledge for the future as well as cater for their well-rounded development’ (MOE, 1993). In a situation where economic and political security were the sole priority, statements such as ‘well-rounded development’ in the national guideline were only rhetorical and the main task of education was to impart cognitive knowledge to students that ensured a competent workforce for the benefit of the nation. Textbooks in this period best reflected this emphasis; for on the one hand, the contents were far too abstract, and on the other, they were full of explicit and implicit patriotic indoctrination and moral values, and schools and teachers were expected to take responsibility for the cognitive and ideological curriculum. The government managed to control the educational scene in this way for some time but there was increasing criticism of the situation. It was from the 1980s that more and more practitioners, scholars etc. raised issues about the appropriateness of the way that education was being operated, pointing out that it was malfunctioning and failing to promote the overall development of children (Huang, 1995; Kuo, 1999; Chou, 2000; MOE, 1995). The government became increasingly aware of these critiques and ultimately responded by introducing a series of changes and reforms over the following years. In 1993, the Minister of Education tried to break the old ‘what-I-say-goes’ approach by revising the curriculum guidelines and, eventually, opening textbook publishing to non-governmental publishers in 1996 (Huang, 1995). These changes were intended to transform the old system from single-version-only textbook to the introduction of more diverse and democratic elements into the educational process. However, it still appeared that these reforms did not seem enough for the students and partial changes

could hardly eradicate all the problems that had become deeply rooted in the system over many years. As a result of significant pressure from the public, the government selected education as the priority for national reform which led to the Premier's approval for the establishment of the Ad Hoc Council which aimed at developing these reforms. In 1994, the educational reform was presented and a new era began for the Taiwanese education system. During several conferences of the Ad Hoc Council, some proposals were drawn up, providing the basis for later reform, including key ideas such as "life" should be the main theme for the curriculum design in the primary level; and that basic competency indicators should be developed and should replace the old curriculum guidelines; that greater subject integration should be achieved for the more effective course organisation; and as a result reduce the amount of timetabled time, so that the existing overload and pressure on students could be reduced and a wider range of topics and more diverse issues could be integrated in the formal curriculum (The Executive Yuan Reform Council, 1995a, 1995b, 1996a, 1996b) . In addition to the Ad Hoc council on educational Reform, there were several voluntary organisations and semi-professional groups, who were closely involved in the promotion of reform, also sought to draw public attention to the educational crisis through lobbying the government, and organising meetings and conferences etc. It was as a result of all these forces at both unofficial and official levels that in 1998, the Ministry of Education reiterated the official concern for better education by announcing the introduction of 'nine-year-joint-curriculum-reform', which consisted of several very significant innovations and changes to current system at both primary and junior high phases. This has been in operation since 2001 nationwide. The reform was based on a mixture of several western modes of education: the Australian, the

American, the English and a number of other countries with their key influence relating to pupil-centred and holistic educational approaches. As a result of these influences and the proposals drawn by the Ad Hoc council, the emphasis of the new curriculum is on the cultivation of basic competencies rather than the intensive knowledge assimilation and that the school has to help students achieve through integrated and flexible approaches and pedagogical arrangements. In order to successfully achieve these goals, some initial structural work has been undertaken as a preliminary stage to the reform, i.e. cutting class size, allowing teachers more involvement in decision-making and greater autonomy in curriculum design, diversifying the ways for students to upgrade from junior high to senior high school etc, and the curriculum itself has already been piloted at schools. So far the new curriculum has been formally adopted in certain grades at both primary and secondary levels nationwide, the result of its introduction and the feedback from teachers and pupils has ranged from very positive to very negative and further evaluation is needed. Although it is not the purpose of this study to look in depth at this reform, it is necessary to introduce some description of its characteristics in order to provide a clearer picture of the place of affect in the Taiwanese system.

4.2.2 Some Distinctive Features of the Curriculum Reform

According to the official reports from the Ad Hoc council and the ministry of education, there are 5 key innovations at the heart of this reform (MOE, 1999):

4.2.2.a Integrated Curriculum

In previous discussion I have outlined the past state of education in Taiwan and highlighted how it used to operate under strict central governmental control, which dictated the design of the curriculum and the pedagogic approaches used. As a result

of this, the curriculum was permeated with ideologies and emphasised cognitive knowledge in order to provide ‘adequate expertise’ for the nation. In those days, the school curriculum at primary level was organised into ten tightly defined subject areas in which the majority of contents were fragmentary, abstract, with clear boundaries between each subject but discontinuity between years; it was characterised by an overemphasis on the academic, regardless of the statements in the national curriculum guidelines that the ultimate goal of primary education and curriculum were to nurture the holistic development of students. Given that the curriculum was purely exam-oriented, on the one hand, the chosen knowledge delivered to students was far too complex, involved unrealistic amounts of work, and failed to be integrated systematically. This resulted in a situation in which pupils could neither enjoy the learning process nor acquire knowledge effectively; equally the lack of ability to devise a non-cognitive dimension to the curriculum resulted in a failure to foster pupils’ personal and social development through school lessons pedagogy (MOE, 1999; MOE, 2001a). In an attempt to remedy the curriculum’s uneven contribution to student development, the prior ten-subject categorisation was reorganised into the seven-area curriculum. These areas were Language, Math, Science and Living Technology, Arts and Humanities, Social Sciences, Health and Physical Education and Integrated Activity. Apart from these subjects, some complementary areas entitled ‘significant issues’, which included Environmental Education, Human Rights Education, Home Economics, Information Technology, Sex Education and Career Development, together with issues such as Life Education and Value Education, are also defined and expected to be delivered on a thematically interdisciplinary basis and to be integrated into all formally taught areas. By doing this, the government hoped that the curriculum of primary and secondary levels will

be more unified and knowledge would be delivered in a more sequential manner in order to better assist with pupils' all-rounded development (MOE, 2001a).

4.2.2.b Competency-based Guidelines:

Apart from curriculum integration, the concept of 'competency' is another concern central to the ongoing reform. In the past, the national curriculum guidelines, which mapped out what should be delivered at schools, introduced numbers of strict criteria solely focused on pupils' cognitive and academic achievements. Accordingly, it was argued that the early curriculum failed to foster pupils' basic skills or to instil in them the attitudes required to handle future life, and also failed to take children's social, personal, moral and psychological developments into account. In response to these criticisms, it was declared in this reform that the aim of education should be to equip students' with the necessary proficiency and life skills rather than to achieve the statistical academic criteria listed in the previous curriculum guidelines. Accordingly, 10 fundamental competencies, that students aged from 6-15 are expected to acquire through learning, have been introduced, including the ability to: obtain self-understanding and develop one's potential; appreciate the beauty of life, develop an active and innovatory approach; have a capacity for lifelong planning and learning; express oneself, communicate and share with others; respect, care and cooperate with others; understand and accept different cultures and international affairs; enhance the capacity to plan, organise and put into practice; make use of technology and information; actively explore life and research; conduct independent thinking and solve problems (MOE, 2001a). These competencies were developed on the basis of a conceptualisation of holistic education (Wang, C.L., 2002) in an attempt to equip pupils with essential competencies and attitudes to develop

effective relationships between one and self , one and society, and one and nature (MOE, 2001a; Wang, C.L., 2002). The adoption of these competencies not only aims to offer a more flexible framework for future curriculum design, but also reiterates that the well-rounded development of pupils is the priority for education.

4.2.2.c School-based Curriculum:

The replacement of prior guidelines by the competency approach is introduced not only to improve the model of curriculum development, but also enhance the status of schools and teachers. In the past, in the highly-centralised education system, development was undertaken as a top-down model; as a result of that, both schools and teachers were given very limited professional recognition, room and freedom to conduct everyday schooling. The whole education process and knowledge delivered was formulised and controlled under a national policy.

In the ongoing reform, and as a consequence of the drastic change in the aims of education, schools and teachers, the front-line practitioners are assigned a central role and are expected to redevelop their professional expertise, and make the best use of their valuable knowledge with full participation in the running of the school as well as undertaking the development of innovatory teaching materials. As a result, apart from the existing range of textbooks on the market, the reform emphasises that schools are expected to work on the construction of a ‘school-based curriculum’ as an effective means of catering for pupils’ personal and social needs, enhance their learning motivation, and equip them with basic competencies at schools (Yang, 1999; Wang, C.L., 2002).

4.2.2.d Vacant Curriculum:

In order to develop a school-based curriculum without risking the functions of normal subject teaching, some changes relating to the arrangement of the curriculum timetable have been introduced. Given that schools and teachers might sometimes need to adjust class hours in order to run school-based activities or to fulfil the requirements of the curriculum, it is clear that filling the timetable with formal subject teaching would not be feasible, and therefore 20% of annual class hours are scheduled as ‘vacant curriculum’ in this reform; as implied by the name, ‘vacant curriculum’ signifies that certain ratio of class periods which do not involve any subject teaching programme, and are left as sessions available for supplementary teaching, undertaking extra-curricular activities or any activity relevant to the educational process and the all-round development of pupils. The flexibility of timetable arrangement offers teachers and schools more opportunities to deliver something beyond the purely intellectual and academic and to improve the well-being of students, which, it is hoped, makes schools better equipped to contribute to the development of children (MOE, 2001a).

4.2.2.e Accountability:

As well as the four key features outlined above which are mostly related to the curriculum, the government’s move towards a reformed evaluation system is another key feature of the reform. Through the use of the term ‘accountability’, the general idea is that unlike the past, the evaluation of pupils’ performance is not only based on the result of paper-and-pen examinations, but also takes into account other components of the learning process, such as work sheets, homework, and any output or result related to the pupils’ overall learning progress. With basic competencies as

the guiding concept for curriculum and pedagogy, there is no longer difficulty, in defining appropriate criteria, which students were supposed to achieve. Evaluation, which in the past was based upon specific criteria, is only designed to be based on minimum and attainable requirements corresponding to the basic competencies in this reform.

Various levels of authority, such as school management, the LEAs and the Ministry of Education, are each responsible for supervising and monitoring different levels of evaluation. The Ministry of Education, representing the national level, focuses on the holistic evaluation on the efficiency of new curriculum coupled with the results of local authorities and school, while local authorities monitor the quality of each school and assist with the work in organising and undertaking the new curriculum. Evaluation of pupils' performance at schools is mainly undertaken by class teachers with the participation of the 'curriculum development board', which consist of teachers, administrative staff, parents and consultants who are usually from the LEAs or a university; every school is encouraged to initiate such a board for overseeing issues such as evaluating teacher and pupils' performance, selecting appropriate teaching materials and monitoring the quality of the school's outlook etc. with the aim of such a holistic plan, is to ensure a stratified monitoring system and to expand the range of learning materials to be evaluated within this reform, thus the evaluation itself will abandon the subjectivity and inequality brought by the domination of paper-and pen-examination, and pupils' development and performance will be assessed more objectively.

As seen in the brief introduction of ongoing educational reform in Taiwan, there has been a significant shift in the outlook on elementary and junior high education, as

pupil-centred initiatives have started to gradually penetrate the education system. All these measures are expected to make the school a base for the welfare and all-round development of children and thus the concept of the school as an institution to equip pupils holistically has emerged. How influential these changes will be on children as well as the effectiveness of the educational system is so far unclear (Shei & Fan, 1999) and it has been argued by many critics that the curriculum reform is but a piece of ‘improvisation’ which was proposed and put into practice mainly as a way to respond to public concerns over the education system, but critics also contend that the means of implementing this strategy remain elusive (Yu, 1999; Lin, 1999). It is certainly believed that more analysis and modifications will need to be made in order to correct failings in the new system, and beyond structural amendment, much more has to be done in terms of creating a real national provision as well as changing people’s perceptions of education, before any valid evaluation or realistic conclusion can be made on the level of its efficiency.

4.2.3 Affect in the Reform-Life Education

It was noted in the previous discussions that it is the concept of “the pursuit of holistic development of children” that has been the guiding principle for the introduction of the new curriculum reform. The five key features of curriculum specified in the provisional guidelines not only demonstrate the disenchantment from the prior education under cognitive-domination, but also shed light on the fact that the heart of this reform is permeated with affective elements which stress how the personal, social, moral and emotional qualities are important aspects of children’s educational development and should be introduced in every aspect of education. However, it has to be remembered that despite the wealth of affective

ideas and the useful suggestions that the provisional guidelines contain, they are mainly based on speculation and remain untested; yet it is the curriculum and pedagogy practiced at school that actually delivers affective elements to students in a significant way. Thus after familiarisation with the affective constructs of the reform, those parts of the new curriculum which appear to be the closest to the affective education defined in this study should be examined.

In order to correct the balance between the cognitive and non-cognitive input in schooling and to embrace a holistic education, some significant areas have been developed as the pedagogically integrated themes to be delivered in cooperation with all subject teaching, by doing so it is hoped that children's emotional, intellectual as well as physical needs will be well catered for (MOE, 2001a). Among these, a new topic "Life Education", has been introduced as an interdisciplinary theme within the area of 'integrated activities', which seems to have a close connection to the responsibility to foster pupils' affective growth. The implementation of 'Life Education' is considered as significant and influential as the new curriculum reform (Tsai, 2002), which illustrates the determination to cater for pupils' all round needs.

The term 'Life Education' originated in Australia where an organisation called 'Life Education Centre' (LEC) was created in 1979 aiming to offer remedial, preventive and educational assistance to young people or to those addicted to drugs and alcohol⁴. The influence soon spread to many corners of the world with different alterations on the basis of unique political and domestic situation of the place. Its development in Taiwan produced a different school oriented model as a response to

⁴ Life education in Australia emerged in response to drug abuse problem and was not in a school approach. The approach in Taiwan is rather different which start in a school approach with both drug concern and ethics basis.

increased criminality and suicide cases amongst young people, as well as the scrutiny of the cognitive approach of the old educational system (Sun, 2000a; Huang, 2001).

The first appearance of 'Life Education' in the Taiwanese educational system can be traced back to the 1980s when an ad hoc school-based ethics curriculum was set up to deal with students' moral well-being and general welfare in a girls' missionary high school; and it was stated that this produced dramatic results in helping students' all-round development. The term 'Life Education' was not used at that time. However the impact of this ethics curriculum and the educative process with special concerns for students' welfare soon spread to many other secondary schools. Yet Life Education at this stage was merely a school-based curriculum and it was not part of wider policy until 1997, when the prior unsatisfactory educational system, which had long been increasingly criticised, had failed to foster pupils' emotional and non-cognitive developments with the apparent result of a rapid increase of suicidal and violent incidents amongst young people, hence it was suggested that the life quality of youngsters was seriously jeopardised, and the former provincial authority of education felt the urgent need to equip pupils with all-rounded development through education (Zheng, 2001). Accordingly, by the end of 1997, the term 'Life Education' was first introduced officially and mainly promoted at secondary level in Taiwan. The term 'Life Education' was meant to refer to a special programme, curriculum or interdisciplinary pedagogy through which schools should endeavour to encourage young people to have positive attitudes, to value life, to understand the meanings of life, to build good relationships, to have concerns about others, and to make a positive contribution to the society (MOE, 2001b; Ng & Huang, 2001; Ng & Zheng, 2002).

However, the actual promotion of Life Education was not given very much attention and it tended to remain as an idealised plan listed on the scheme of the Local Educational Authority, and in 1999, it was almost discontinued for political reasons⁵; nonetheless, some practitioners and academics took the initiative and appealed to the Ministry of Education stressing the importance of running Life Education at all school levels nationwide and these efforts were successful. In the meantime, the occurrence of the horrifying earthquake in 1999 also had a key role in promoting the practice of Life Education. After this huge disaster, much attention was paid to dealing with the loss and depressive emotion that people experienced, especially children and adolescents, who had to endure the grief of losing family members and friends, changing environments or fear of the unknown and a confusing future. It was urged by the public that education should play an important role in preparing young people with positive attitudes as well as all round development to value and deal with life all through the educative process and thus Life Education was again given priority after the earthquake. In response to the atmosphere of emotional instability and insecurity overwhelming young people, the Ministry of Education reiterated the value of Life Education for young people and set up a 'Life Education implementation committee' composed of scholars and educational practitioners. This was divided into 4 working units, namely the unit for 'research, development and assessment', 'curriculum and pedagogy', 'teaching training and human resource, and 'propagation', in the hope that the coordination of official efforts would put the development of Life Education back on track and that young people would benefit

⁵ There used to coexist two governmental administrative divisions in Taiwan, one is central government under ROC (Republic of China-the official name of Taiwan given for the fight against People's Republic of China), and the other is provincial government under the Taiwanese government (under the domination of ROC, though both were practised their governance in the island of Taiwan). Life education was first introduced by the educational authority of provincial government; however, due to the reason that the organisation of provincial government was withdrawn, the implementation of life education almost disconnected and disappeared.

from it. (Zheng, 2001, 2000a, 2000b, 2000c, 2000d, 2000e) In 2001, the Taiwanese government reaffirmed its determination to put it into practice by announcing 2001 as ‘the year of Life Education’ (Cheng, 2001) and declaring the creation of ‘a medium term plan for Life Education’ in terms of guidance for disseminating work at all levels.

Although it has been 5 years since life education was first introduced in Taiwan, its development is still at an early stage where the key aims have not been achieved yet, let alone the production of curriculum guidelines, design of corresponding curriculum materials, formation of relevant evaluation, undertaking of teacher education or training and many more issues that need to be carefully and systematically thought through and mapped out (Ng & Zheng, 2002). Given that an official definition and an explicit range of concepts of which Life Education should be composed have not been provided, various definitions based on different theoretical approaches came out. Some practitioners tend to define Life Education on the basis of philosophical points of view in which Life Education is closely related to the search for the ultimate meaning of life (Sun, 2000a, 2000b; Lee, 2000a, 2000d; Cheng, 2000); some try to connect Life Education with school guidance (Chung, 2000b; Chuang, D.T., 2000); and some understand it from the basis of life and death education, religious education and spiritual education (Chuang, S.M., 2000, 2001; Ng, 2000, 2001; Lin, 2000; Lee, 1988, 2000; Ng & Cheng, 2000; Ng & Huang, 2001). These works have contributed to the varying perceptions of Life Education in Taiwan, yet its status, conceptual framework, as well as official goal in education still remain inconsistent and ambiguous (Huang, 2000); and thus it is argued that ‘no consensus’ is the only consensus that has been reached in relation to Life Education at the moment (Hsu, 2003, pp.8).

At a practical level, Life Education is not included in the reform as a complete curriculum, rather it is presented as a coherent set of ideas and cross-curricular themes, all of which represent subject areas which teachers are expected to integrate and teach. At the moment, in the primary section, it is mostly subsumed under the area of 'integrated activity' as a compulsory item that educators are required to teach. It is hoped that by doing so, not only the influence of Life Education will penetrate every facet of school education, but both the quality and quantity of its delivery will be carefully looked after with coherence and clear instruction (Ng & Huang, 2001). Some scholars point out that the operation of Life Education mainly relies on five approaches found in schools, namely 'Health Education Approach', 'Life-Long Education Approach', 'Livelihood Education Approach', 'Life and Death Education Approach', 'Religious and Spiritual Education Approach' etc.(Ng & Huang, 2001); Unfortunately these approaches to Life Education have been accompanied by neither significant legislative support nor increased training opportunities (Hsu, 2003), thus teachers urgently need more developed and extensive curriculum materials, references and training programmes (Chuang, D.T., 2000; Lai, 2000).

Although the present school education, focused mainly on the external world, has indeed helped to increase control and power over the external environment, much less has been done regarding self-control and self-awareness. In line with the statement mentioned previously that purely academic achievement does not make an independent contribution to personal maturity and successful life, the adoption of Life Education within the so-called 'main-stream' educational system can be seen as an attempt to look after pupils' well-rounded development, something too important to be left uncoordinated with fragmented content and incoherent method. There is now a need to improve the level of recognition of Life Education which instead of

being regarded as something that is 'not real work even if student do enjoy it' or mere politically motivated rhetoric will be seen as an important aspect of education. To achieve this, it needs clear and comprehensive foundations for its contents and a developed structure.

4.3 Reform in China

4.3.1 The Emergence of Quality Education

It was stated in the previous chapter that moral education could be referred to as the origin of affective education in China through which many aspects of affective moral development were identified and expected to be nurtured in pupils. This affective education in the moral approach has been a distinctive feature in the educational system in China for a long time. However, similar to the situation in Taiwan, from the late 1940s and as a consequence of the political instability at that time, it was nationalism that was highly valued and dominated the formation of school curriculum, and accordingly the whole educational enterprise was focused on the ideological and cognitive in an attempt to advance the development of the nation. The educational system then was saturated with patriotic ideologies, highly competitive examinations and the neglect of pupils' holistic development for more than 20 years, and the concerns for the moral and affective dimensions was narrowed to the love of the nation.

From the late 1970s onwards, various questions and criticisms, mainly reflecting on the situation that the purpose of education was that 'passing the exams, entering a better school and finding a good job', were brought up by educational circles and the public (Zhu, 1999b; Kan, 2001; CNEDR, 2000). To deal with the problem of unbalanced concern that occurred in the school education, some schools in developed cities simultaneously initiated different school-level programmes and educational experiments. Famous examples of these programmes are 'Happy Education' which was aimed to create a happy learning environment and process for children in order to enhance their learning interests and motivation; 'Successful

Education’ which was intended to improve children’s self-image and self-awareness by offering different chances to pupils to experience success through learning process; ‘Harmonious Education’ which was focused on the pursuit of the concord of pupils’ personal, social, cognitive, affective and physical developments by creating a harmonious learning environment and pupil-teacher relationships; and ‘Creative Education’ which was undertaken to trigger pupils’ creativity, curiosity and learning interests by means of creative curriculum, teaching techniques, teacher-pupil relationship and school ethos (CNEDR, 2000; BYSFX, 1991; Wang, 1996; Hao, 2000; Chou, 2002; Liu, J.H., 1999; Zhao *et al.*, 1999; Chen, 1996).

These voluntary activities were to a significant extent developed from moral education and were extended with the integration of more affective and pupil-centred elements through the curriculum, school activities and the promotion of the school ethos, and the feedback from these programmes suggested some encouraging results in terms of students’ holistic development. These works provided a solid foundation for the development of later national educational reform (CNEDR, 2000). At the same time, a growing concern for and debates about what are the ‘qualities’ or, ‘capabilities’, that school education ought to equip pupils with to deal with future life as well as contribute to national modernisation, the answers remained diverse and controversial, yet it drew official attention to investigate ways of improving the quality of school education. In 1985, in the official statement 《The Decisions for the Reform of Educational Systems》 was released by the government; it was specifically pointed out that ‘it has to be remembered that the goal of our educational reform is to improve the quality of people’ (1985); it was the first time the term ‘quality’ appeared in an official document. In 1987, the term ‘quality

education' was used for the first time (Liu, 1987); yet there was no further definition of the term at that time; and in 1988, the terminology was used to represent the work that the school should embark on to promote the quality of pupils' moral, cultural, intellectual, physical and emotional developments, and was presented as a national action that all schools should engage in piloting immediately. Since that point, there has been more and more discussions of policy, theory and curriculum nationwide in relation to the implementation of quality education, and in 1993, in an official statement 《The guidelines for the development and reform of education in China》 (PRCSC, 1993), it was stressed that quality education should equip pupils with four qualities including 'moral thinking, cultural and technical skills, physical labour, and physical and mental health'. Soon after this statement was made, from 1994 to 1997, the work of quality education was fully approved by the central government (PRCSC, 1994), and moved to its trial stage, ten experimental areas for quality education were officially established and many schools or Local Educational Authorities also activated various exploratory programmes based on the voluntary activities from 1980s (CEYE, 1999). It was from this point that quite a few publications, research projects and conferences concerning its theoretical basis and practical application took place (CEYE, 1999; Lin & Tsai, 2001; CNEDR, 2000).

After three years of experiments, from 1997, with several policy and official statements made (PRCSC, 1996; MOE, 1998; PRCSC, 1999) along with positive results from prior trial projects, quality education was finally announced as a national reform to be undertaken in every school in the primary and secondary sections by means of different theoretical and practical approaches conducted at schools in conjunction with a series of forthcoming curriculum reforms. Quality education is currently in operation and research has demonstrated that it has

improved pupils' all-rounded development as well as teaching and learning efficiency. (Wu, 2001; Lin & Tsai, 2001; Liu, B., 1999; CNEDR, 2000, 2001; Nieh, 2001; Ho & Yeh, 2002).

At the beginning of its operation, quality education was mainly undertaken by means of inventing various school-based curricula and other activities or conveyed through whole staff plans introduced to promote a better school ethos. Yet, as the reform continues, rather than any specific form of education, quality education is more like a conceptual framework that can be practised through any approach, and requires reform to all aspects of education, and stresses the importance of pupil-centeredness as well as the coordination between various aspects of schooling (CEYE, 1999; Lin & Tsai, 2001; Jo, 2000). Quality education is mainly based on moral education and has been seen as involving both formal curriculum, and informal activities, various teaching skills and school ethos in order to satisfy children's all-round needs in the context of Chinese and communist society. It aims to cultivate the growth of ethics and creativity, in conjunction with intellectual, physical and aesthetical competence of pupils (Lee, 1998; Ju, 1998), in order to achieve the promotion of pupil's holistic growth and the progress of the nation (Lin & Tsai, 2001).

It has been argued that the emergence of quality education resulted from the individual experiments by schools in response to the problems caused by the previous 'stuff-the-geese' cramming education, and was then given full official approval at a later stage, and finally institutionalised with the cooperation of the government and the public (Tsuei, X.L., 1999). Although it has been suggested that so far quality education has integrated affective components and had a beneficial impact on pupil's personal, social, moral and emotional development, some

concerns have been raised by local researchers. First of all, it has been argued that the title ‘quality education’ might blur the original intention of equipping pupils with all-round quality and encourage schools to believe that, on the one hand, it also conforms to the spirit of this reform merely by stuffing pupils with some cognitive knowledge or skills; on the other hand, it is the quality, instead of the growth of pupils, that this educational reform is hoped to pursue. This situation already exists as yet there is no national consensus on what quality education should involve (Mao, 1998; Zhu, 1999b; Tsuei, X.L., 1999; Lin & Tsai, 2001). Secondly, albeit that the appearance of quality education resulted from the response to prior highly-cognitive education and of ‘passing-the-exam’ culture, ironically, those examinations, which brought much pressure to pupils and drew much criticism in the past, still exist today. It appears that without any action taken about the ‘passing-the-exam’ culture at policy level, schooling or even the perception of the public, education will still remain cognitive-oriented and eventually, quality education will become nothing but a rhetorical slogan (Lin & Tsai, 2001).

4.3.2 Affect in Quality Education

The aim of quality education is to “encourage the growth of ethics, creativity, along with intellectual, physical and aesthetical competences in pupils. This represents the heart of this educational reform whose implementation has been sought by means of a wide range of changes to schooling. Alongside its affective elements and various approaches to practice, it is proposed to reach the key aim of this reform through a mass curriculum reform in both primary and secondary phases (PRCSC, 1999; PRCSC, 2001) and the institutionalisation of a concern for pupils’ mental welfare. According to the official document, the aim of the curriculum is to equip pupils with

a ‘sense of patriotism, democracy, justice, responsibility and humanity...healthy physical and mental qualities’ (MOE, 2001), this is also mapped out in line with the aims of ‘quality education’ to attempt to improve pupils’ all round growth. However, since the curriculum reform is still in its initial stage with the guidelines undeveloped and the curriculum not finalised (MOE, 2001), in this section, we are not going to look at how it is proposed to deliver the affective dimension in this curriculum.

Apart from curriculum reform, the promotion of pupils’ affective growth and mental health is to be sought through various further initiatives. In the early years, the job to foster pupils’ emotional welfare had always been the teachers’ responsibility, or other than that, considered as a subject goal placed within the territory of moral education (Fu, 2001). The effectiveness of this was not considered as the whole business of education was directed to produce the effective workforce for the advancement of the nation, and this situation continued for decades. During this period of time, the overall development of the country did make significant progress, yet, in the last ten years, the quality of overall mental health of young people was not well looked after. It was indicated that from the 1980s, that the amount of cases of suicide amongst young people has been increasing (China Education Post, 2002/09/13; Ho, 2000), and China has moved to being one of the countries with the highest suicide rate in the world (China Education Post, 2003/04/01). The deteriorating situation of young people’s mental condition was drawn attention to in the early 1980s and thus some schools started to take action to handle this problem by applying the skills of psychological tests to pupils in need, as well as introducing a guidance office to respond to the various problems which pupils confronted. This work was the origin of the endeavour that focused on pupils’ mental health in the

field of education, in fact they were mainly found in the secondary and higher education. They did arouse some public attention and discussions about whether there was a need to take any formal action to alleviate the problem, and it also had an effect on primary schools. A few years later, this concern for pupils' mental health also developed at the primary level in the form of school experiments included in the reform of quality education (Wang, F.L., 2002). Various theoretical frameworks were discussed and both direct and indirect approaches were attempted by means of taught guidance course, interdisciplinary curriculum topics, teacher's affective responsibility, and the installation of guidance rooms in primary schools. All these experiments had a positive influence on pupil's mental condition, equally some issues were identified. It was pointed out that no consensus about the necessity of pupils' mental care existed, and that some hostile attitudes were being expressed based on the argument that "the 'work of pupils' mental care would bring negative impact on the proceeding of everyday schooling' (Wang, F.L., 2002). Additionally, the inadequacy of teachers' professional competence was also a concern (Wang, F.L., 2002).

The importance of pupils' mental care was further recognised during the 1990s, as a result of the expansion of quality education, which allowed mental health to be reckoned as one of the central qualities that a sound education should equip pupils with (Huang, 1997; Cheng & Wu, 2001), and this emphasis was reiterated in the official documents released later on (PRCSC, 1999). In 1999, the care for pupils' mental health was institutionalised in the primary section with the production of the official document 《the opinions on the mental health education in the primary and secondary education 》, within which the term 'mental health education' was

mentioned; its operation in the daily schooling was ensured, and the importance of undertaking school guidance was also confirmed. In this document, the role of teachers, the suggested approaches to deliver mental health education and the issues such as teacher training and curriculum design, were also clarified, marking a shift in outlook in primary education, as the concern for pupils' mental needs was finally accepted and started gradually to penetrate into all aspects of primary education. From 2000 onwards, the implementation of mental health education in the primary phase started in the schools located in the advanced and affluent areas with more resources, and will be gradually expanded nationwide in the coming few years (MOE, 1999).

Up to now, mental health education has formally been undertaken in the primary education for 2 years, and the work is still in its preliminary stage; at the moment it is still a school-based activity delivered through the creation of pupils' individual mental records and help hotline, setting up a guidance room and a counselling teacher and permeation in the taught course and cross-curriculum activity etc. A significant number of other initiatives have been taken for its institutionalisation. On the one hand, the government has started to enact the guidelines of 《Instruction of mental health education in the primary and secondary education》 in the hope of providing a systematic and clearer scheme and instruction to put mental health education into practice; on the other hand, the official efforts have also stimulated the motivation to participate in the research and practice of this area at school level. However, it has been argued that due to the insufficiency of professional training and resources, teachers seem incapable of dealing with pupils' mental issues, and consequently some schools tend to adopt dull and uninteresting taught course to conduct mental health education disregarding the fact that it is the combination of

developmental, preventive and reactive services delivered by well-designed curriculum in conjunction with experienced teachers that students need for their mental growth, and that it is the goal to take care pupils' holistic development as well as equip them with the capacity to handle their own emotions and deal with their future life that constitute the heart of mental health education. (Lin, 1998; Lee, 1999a,b ; Fu, 2001; Cheng&Wu, 2001; Yu & Wang, 2002; Wang, F.L., 2002). Ironically, the operation of mental health education is sometimes taken as 'a further means of promoting the school's reputation as well as the results in the official evaluation' (Fu, 2001; Yu & Wang, 2002). There are similarities with the situation in Taiwan as it appears that only the reactive and preventive services more than developmental dimension of mental health education were operated by schools to cater for pupils' mental needs; and the perception teachers, pupils and parents hold towards this issue also plays a part in the implementation of mental health education and calls for further investigation, since it is also suggested that some teachers, schools and parents have found the operation of mental health education 'undesirable and counter-productive' (Wang, F.L., 2002).

In summary, although moral education was once endowed with affective responsibility to take care of pupils' mental needs; in the contemporary history of education in China, the focus of moral education was shifted from traditional virtues to national ideology and discipline, and the cultivation of moral affections that used to be highly valued was to some extent ignored. From the 1980s, the concern for the affective dimension of pupils again appeared, as quality education was put forward with its aim to improve pupils' 'moral thinking, cultural and technical skills, physical labour, and physical and mental condition', and this aim then was further recognised by the institutionalisation of mental health education which was once

placed within the domain of moral education (Cheng *et al* 2001; Fu, 2001) and finally found its place in the recent reform (MOE for PROC, 2002). However, it has to be made clear here that the prominence of quality education and mental health education does not mean that moral education has lost its influence on pupils' affective growth, on the contrary, it is not only the base from which quality education was derived (Fu, 2001), but also given the responsibility to cater for pupils' emotional needs in its latest development, as in the document issued in 1994 emphasising that the work of moral education should 'enhance pupils' mental quality' (PRCSC, 1994). It appears that the three areas outlined above are closely related to each other and altogether construct the distinctive feature of affective education in China.

4.4 An Overview: How Will this Review Guide This Study?

The two preceding chapters provided a brief introduction of some dimensions of primary education that can be considered as promoting the affective development of pupils. These dimensions not only represent different focuses of the affective domain, but also map out different periods of its evolution of affective education in the primary education in Taiwan and China. Later, we will go through a brief review of each dimension and how affect is translated into these dimensions; and at the end of this chapter, some points, that are based on the literature presented which contribute to the comparative aspect of the study, will be identified.

As mentioned previously, the concern for the affective dimension of pupils originated from the emphasis on moral virtues in ancient Chinese philosophy. This moral influence lasted and dominated the educational scene for thousands of years.

Until in the recent history of both Taiwan and China, moral education still holds a significant place in the field of education but its nature was transformed with highly centralised control and nationalistic emphasis due to the domestic situation. What was favoured in the moral curriculum at that time was not the traditional moral precepts that used to represent the heart of moral education, instead, the items of nationalistic ideology occupied the majority of the curriculum content for decades, and by 1950, Chinese primary education was mainly focused on moral and intellectual development. This description conforms to the situation of both Taiwan and China.

From 1950 onwards, psychological theories were introduced to Taiwanese education and then soon put into practice at schools. Its influence prevailed and then gradually shifted the affective scene from the moral features to the concern of pupils' mental health in the primary education; and in the meantime, the picture of primary education in China was still exclusively subject to the domination of moral education with its highly nationalistic approach.

From the 1980s, the humanistic approach brought overwhelming impact in the educational field in Taiwan with its pupil-centred perspective encouraging practitioners here to look after pupils' holistic growth. It is this point of view which the ongoing educational reform was derived from and stands for. Around the same time, the reform of quality education was also put forth in China in an attempt to improve pupils' holistic growth by means of various planned learning processes. These reforms, with their new initiatives of 'life education' and 'mental health education', have broadened the scope of affective development from the attention to pupils' moral and mental developments to personal, social, emotional, moral even

spiritual growth. Also, these reforms have paved the way for the development of several new initiatives such as Environmental, Health and Cultural concerns, which offer the means whereby many affective aims can be achieved. And it seems that, except for that mental education which appeared later in China than in Taiwan, the evolution and what constitutes the main body of affective education are very similar in both areas. Derived from the same culture and moral values, affective education has been diversified and with enriched personal, social and emotional elements. Yet, what has been discussed and compared is mainly based on the dimensions of policy or curriculum, as for the questions such as whether these affective aims addressed in the official documents have translated into everyday schooling, or what teachers and pupils opine about these endeavours, still remains unknown. In the coming few chapters, a study conducted for the further comparisons and elucidation of the questions raised above will be presented and discussed.

CHAPTER 5

5 Research Designs and Methodology

5.1 Introduction

In the previous chapters, I reviewed some issues relating to the theoretical framework of affect and briefly introduced the place of affect in primary education. I argued that the concept of and concern for affect has always existed in Chinese education, and explained that through time it has been discussed from different perspectives and undertaken in different ways in the field of education. As shown in chapter four, and as a result of recent educational reform in Taiwan and China, there is increasing attention paid to pupil's affective development in terms of their personal, social, emotional and moral growth, the view now being that the delivery of affective education can make a valuable contribution to the promotion of students' development in these areas. The writer agrees with this perspective and the idea of the value of affective education underpins the current research. In this chapter, a detailed description of the methodology of the study, its design and the manner with which it was conducted, as well as several issues that needed to be taken into account, will be presented.

5.2 The Research Story

The planning and undertaking of the research was affected by some unanticipated situations and these will be explained in this section along with a description of all the stages of the research process.

It was decided that the research would be conducted as a comparative case study involving not only interviews with teachers, pupils and practitioners and observations to examine the place of affective education in primary education, but also questionnaires aimed at investigating teachers' and pupils' perceptions of the topic. The reason for adopting a case study approach with both qualitative and quantitative elements in the initial plan was because of several perceived strengths as well as the concern for triangulations through multiple data collection methods, which will be discussed later in this chapter.

To start the research, due to the conservative atmosphere in the educational settings that made it difficult to find appropriate schools for the study by the researcher's own effort in both Taiwan and China, sample schools were sought through the assistance from local personal contacts who had connections with primary schools. Once the sample schools had been identified, the conduct of a small-scale pilot study of using questionnaires in 2 schools in each country followed and the data from this analysed. However, by the time the actual survey was to be conducted, it emerged that a significant payment was expected for the questionnaire survey in China, the researcher then tried to negotiate with the local personal contact concerning the payment issue, but at this point contact was lost as emails and telephone calls remained unanswered. In order to ensure the operation of questionnaire, the researcher then attempted to contact further primary schools in China to explore the possibility of conducting questionnaire survey, however, most of them either insisted on an unmanageable payments or showed reservation about the conduct of a questionnaire survey; apart from this, teachers in sample schools in Taiwan also appeared to have reservations about the completion of questionnaires. Owing to the limited time available, the researcher then decided to abandon the proposed use of

questionnaires, and revised the research to a pure qualitative approach.

Once it had been decided to use a qualitative approach, some preliminary interviews were undertaken in which the researcher visited each school head in Taiwan personally and explained to them in detail the purpose of the research. All of the school heads approached agreed with the conduct of interviews and observations of some school activities related to affective dimension in their schools. Apart from these preliminary visits to sample schools, some interviews with some teachers and relevant practitioners had been planned and conducted before the fieldwork started as a preliminary way to obtain relevant knowledge. However, In the case of the schools in China, the preliminary contact with schools was only made by the personal contacts, and these schools were not given exploratory visits due to the distance and financial issues. After schools agreed with the conduct of the research, the researcher then contacted them by telephone to explain the detail of the research as well as obtain necessary information about these schools. In the end they agreed with the conduct of interviews and observations of a few classroom activities.

After the sample schools had been chosen, and the preliminary research had been undertaken, the empirical fieldwork then took place. In each school in Taiwan, the researcher stayed for one or two days, observed a limited number of classes, whole schools activities, the operation of school during breaks, lunch times, and the school environment as well as its facilities. After the observation session, a relatively small numbers of interviews were undertaken with class teachers, subject teachers, and pupils in years five and six. Teachers and pupils' interviews were undertaken separately for about one and a half hours, and some more interviews would also be arranged for a later stage after the initial finding were analysed. As for the second

round and follow-up interviews, the source of interviewees was sought through the adoption of snowball techniques by which teachers and pupils interviewed at schools suggested other potential participants introduced by personal contacts. Additionally, in this study, people such as professors and educational practitioners in Taiwan were also invited to take part, in order to provide triangular examination and further comments on the research findings.

In China, the researcher conducted the observation sessions and first round of interviews at the schools in the same way as in Taiwan. After the initial data collected from these observations and interviews were analysed, the second round of interviews and follow-up research then took place with teachers and relevant practitioners and academics through emails and phone calls again due to the distance and financial issues, in order to ensure the correctness of interpretation and uncover further points from respondents.

At all stages of the empirical research, in order to ensure the reliability and validity of the data collected and analysed from the research, the researcher would check the correctness of the interpretation of the data with the respondents as much as possible, and invite as many people with relevant knowledge, as possible to comment on researcher's interpretation and analysis of the data. However it has to acknowledge that the extent of these further reliability and validity checks of the findings which the researcher could undertake with people in China is relatively less and more limited due to the reasons of distance, finance and inapproachability of the interviewees.

Having provided a brief outline of the research process, in the following section, a closer examination of various methodological issues will be presented.

5.3 Conceptual Framework

According to Miles and Huberman (1994), a conceptual framework provides the foundations of the study to be investigated by presenting the fundamental constructs, variables, and dimensions of the research, and examining the relationships among them. The conceptual framework that underpins this study is as follows:

- Affective education is closely related to the all round development of pupils and can make a significant contribution to this.
- Affective education is at the heart of the task of the school as it can equip students with the skills they need to deal effectively with personal, social, emotional and moral situations as well as their future life, and facilitate more effective learning.
- Affective education permeates in all aspects of the school's work and can be delivered through both explicit and implicit approaches, including planned programmes, formal curriculum, various activities, school structure and ethos.
- The effectiveness of the delivery affective education in primary schools is determined by the cooperation between all the members who are involved in the educational process, as well as the perceptions, views, and attitudes these people possess towards affective education and its implementation.

5.4 Rationale for Cross-Cultural Research

The approach to the current study was a comparative one because of a number of particular advantages it offered. One of these was the fact that comparisons can offer 'fresh, exciting insights, and a deeper understanding of issues that are of central

concern in different countries' (Hantrais and Mangen, 1996, pp3), these can lead to a broader vision of the educational processes than is available when education is considered in a single country, and may also point to possible directions of which the researcher may previously have been unaware. Additionally, the conduct of cross-national comparative research may also help researchers to identify not only the similarities and differences within the organisations, systems or places specifically observed, but also the similarities and differences in the international contexts (Lisle, 1985; Hantrais and Mangen, 1996). When utilised in the field of education, the comparative approach provides an opportunity to investigate how educational systems operate in different cultures, and to elucidate the differences and similarities between them; furthermore, comparative research allows for a sustained study of the rationale underlying each educational system as well as an analysis of the different solutions which are sought for universal problems, and highlights the advantages and disadvantages behind them (Mallinson, 1975). By doing so, it not only helps us understand better the evolution of our own systems, clarifies our insights into how the current system is operated and widens our vision about the future of educational , but the comparative approach also shows us possible alternatives to various practices (Noah, 1984; Phillips, 1999).

Apart from the general value of cross-national research discussed above, some important differences and similarities in the backgrounds of Taiwan and China also suggested the potential value of comparisons between the two countries. Both places share the same historical and cultural origins but the break in communication due to the political separation has now resulted in each having very limited knowledge of the other; thus the need to promote mutual understanding through research is compelling, especially when it comes to the educational dimension. As outlined in

the previous chapter, there are many similarities in the structural features of primary education in both systems ,a feature which suggested the focus for the potential research to be undertaken to enhance the mutual knowledge and advancement of affective education. Moreover, it is believed that the similarities in current developments of affective education in both countries, as well as the differences in the two educational systems and their backgrounds provide enough common ground and interesting contrasts for a meaningful comparison to be made. And thus it was these reasons that made the comparative approach the most appropriate to this study.

5.5 Statement of Research Questions

As discussed previously, the purpose of the study is to investigate the current practice of affective education in the primary schools in Taiwan and China, and investigate teachers' and pupils' perception of this field. At this stage, it is appropriate to restate the research questions before the main body of the study is presented.

Aims of Affective Education in Taiwan and China

1. What are the affective aims set to primary education whereby primary schools develop their own affective education in Taiwan and China?
2. In what way are these aims translated into primary education in Taiwan and China?

Teacher's Perspectives

3. To what extent are affective aims endorsed and acted upon by individual teacher in primary education?

3.1 What are teachers' perceptions with regard to

- (a) how the affective education is perceived
- (b) the need for the operation of affective education
- (c) their feelings about pupil's affective qualities
- (d) their perceptions of the effectiveness of the methods and techniques used for the delivery of affective education?

3.2 What are the difficulties or supports that teachers encounter in the process of implementing affective activities?

3.3 What aspect of need do they require most in the process of implementing affective activities?

3.4 What is the relationship between affective education and the ongoing educational reform?

Pupils' Perspectives

- 4. What are pupils' perceptions towards the affective environment their school is? What do they like or dislike about their schools?
- 5. What are pupils' perceptions towards the affective activities implemented at schools? How do they like those activities?

Comparisons between Taiwan and China

- 6. In what ways does the practice of or teacher's and pupil's perceptions towards affective education differ in Taiwan and China? What factors

underpin any perceived differences?

5.6 Path towards the Determination of Research Methods

The selection of data collection methods very much depends on what the research aims to investigate. In the current study, the technique of qualitative case study was chosen as the main data collection method; the determination of research methods evolved through several stages to reach its finalisation as a result of the nature of the research, some cultural factors as well as methodological considerations.

5.6.1 Original Research Design: Qualitative vs. Quantitative Approach

Yin (1993) indicates that when selecting a research strategy, the most important preliminary consideration is to identify the research questions in advance, and to adopt the case study strategy, especially when ‘how’ or ‘why’ questions are being asked. In line with his statement, case study was adopted as the main data collection strategy. Yin also pointed out that case study is a ‘comprehensive research strategy’ (p. 13) that can offer researchers chances to investigate what people think and actually do in the natural settings and in an in-depth way. Cohen & Manion (1994) also claim that the case study approach offers a unique opportunity to study real people in real situations. These strengths were seen as relevant to the nature of the current research, which attempts to find out ‘how’ affective education is holistically translated into primary schools and ‘how’ teachers and pupils perceive it to be in real situations, since it allows the researcher to focus on the context of schools and to explore the dynamics within this specific context.

Although the conduct of case study is generally more related to qualitative methods, such as interview and observation, it is actually taken as an umbrella term for the

application of the full range of research methods, and thus other techniques, including both qualitative and quantitative approaches, can also be employed depending on the nature of the research (Cohen & Manion, 1994). This particular characteristic of the case study approach was a feature of the original design of the current study. At the initial stage of my research, it was decided that not only interview and observations were to be conducted to examine how affective education is operated in primary education, but also self-completion questionnaires which would investigate teachers' and pupils' perceptions towards the topic would be used. The decision to adopt both methods was made due to the concern that some case study investigators using only a qualitative approach tend to bias the findings or conclusions with their own subjectivity (Yin, 1994) and thus influence the generalisability of the research data. In order to ensure that the researcher's biased views would not affect the generalisability of the study, a survey of teachers' and pupils' perceptions of the affective education then was designed as a triangulation to test the data obtained from the qualitative approach.

Owing to the fact that the research is cross-national in nature, it was hoped that by conducting a case study, the research would closely examine the culture, climate, interaction and dynamics of the operation of affective education in six primary schools in each country—Taiwan and China. In the original research plan, four methods were to be employed to secure data in the case studies: the review and analysis of documents (such as governmental policy, distinctive programme descriptions, worksheets, relevant research papers etc.); interviews with teachers, pupils and practitioners; observations of classroom sessions and various activities and programmes relevant to the topic of the investigation; and self-completion questionnaires with teachers and pupils in terms of their perceptions of the concepts

of affective education as well as various affective-related activities. Thus, an attempt to closely examine the affective scene in the primary schools as well as the triangulations through multiple data collection methods can be obtained from more complete angles.

5.6.2 Difficulties Encountered

As I have outlined in the initial research plan, the study included questionnaires, observations and interviews as approaches for data collection. However, in China, the conservative atmosphere in the educational settings made it difficult to find appropriate schools for the study without assistance from local personal contacts who had connections with primary schools. As a result of this, help from a personal contact in China was sought who agreed to arrange some schools for observation and after that, the conduct of the questionnaire survey could take place in these schools since an initial relationship had been established. Thus a small-scale pilot study of this questionnaire was undertaken in 2 schools arranged by the personal contact, and it was planned that the formal survey would be conducted after the initial results of the pilot study were analysed and the questionnaires were further modified. However, at the point when the actual survey was to be conducted, it emerged that a significant payment was expected, which was an amount beyond the researcher's resources, the researcher then tried to negotiate a more manageable financial arrangement with the personal contact, but at this point contact was lost as emails and telephone calls remained unanswered. In order to ensure the operation of questionnaire survey at the later stage, the researcher attempted to initialise contact with some primary schools to explore the possibility of undertaking questionnaire survey; most of them showed reservation about assisting in the administration of the survey; while those who gave

positive feedback, still required an unaffordable amount of payment. Given the tightness of the research schedule and the actual difficulties of conducting quantitative research in China, it was then considered unrealistic to seek further sample schools for a questionnaire survey.

Yet, what happened in China was not the only factor that determined the inappropriateness conducting questionnaires in this study. Before embarking on the empirical research in Taiwan, the researcher visited some primary schools to build a connection for future research possibility. Some school heads expressed reservations about the conduct of questionnaire due to its unpopularity with teachers. Ever since the curriculum reform was launched, it has resulted in dramatic growth to teachers' workload not only in everyday teaching, but also in the aspect of research field because its emergence has encouraged increasing amounts of college and postgraduate students, researchers, scholars and so on to conduct various researches in schools, which create side effects in terms of dozens of questionnaires for every teacher to fill in annually and thus effect the teaching efficiency. Unable to afford these extra responsibilities put on their shoulders, a significant number of teachers 'demonstrate their resentment by filling in questionnaires in a negligent and perfunctory manner, and accordingly no guarantee can be made concerning the quality of the data ', this point was made by several head teachers; a small-scaled pilot study later on verified this problem, which presented the second obstacle to the use of questionnaires in the current study.

As a result of these situations, at this point, the researcher was reluctantly forced to accept that the inclusion of the questionnaire survey in the case study would be neither useful nor practical. Thus the original research design was amended and its

methodological base was accordingly restructured as a purely qualitative approach was adopted. This will be discussed next.

5.6.3 Revision of Research Design: Qualitative Approach

As has been pointed out, case studies consist of a ‘comprehensive research strategy’ which involves multiple data collection strategies and can thus provide first hand information about what people do and explicate how they think. Although it has been sometimes stereotyped as ‘a weak sibling’ amongst the social science methods (Yin, 1994), when conducted rigorously and systematically, the case study can still provide an in-depth insight of the phenomenon, identify the gap amongst what has been planned, what has been perceived and what has been done, and explore the official version of events, processes, or situation (Crossley and Vulliamy, 1984), whether it is conducted in a qualitative or quantitative approach.

As for qualitative case study, one disadvantage that might affect the research, as mentioned earlier, is the researcher’s subjectivity. However it is considered that many research methodologies are vulnerable to bias (Woods, 1986), and what matters is that the researcher should try to acknowledge its existence, manage it in a positive manner, or try to mitigate its influence by doing internal reflection during the research period (Griffiths, 1998; Peshkin, 1988). Ely *et al.* (1991) stated in the same line that recognising a researcher’s prejudice and bias helps her to be less judgmental and to appreciate experiences that differ from her own.

The other issue in qualitative case study is that of generalising, for because it aims at probing deeply and analysing intensively a single unit, phenomenon or social unit, then accordingly it can be argued that the results obtained are not easily transferable to other areas. Many researchers however, have offered some crucial responses to the

debate over whether generalisation should always be the desired objective of research. It has been suggested that generalisation should not be the priority of case study; instead, to delve into what is happening in the context should matter more (Yin, 1994). Yet, it is still suggested that there are certain measures which the researcher can take in order to enhance the general usefulness of qualitative data; this includes, among others, using multiple sources of evidence, employing more methods for data collection and studying the same phenomenon in different settings (Denzin, 1978). This issue will be further discussed later in the section which focuses on the reliability and validity of the study.

The shift from the combination of questionnaire survey and qualitative approach to purely qualitative to explore teachers' and pupils' perceptions meant that a reassessment of the methodological implication was needed. Anderson (1990) suggests that a series of interviews might be more revealing than a questionnaire survey, since the current study is not only concerned with people's perceptions, but with the actual practice of affective education hence, the adoption of interviews tends to provide more complete information than can be obtained through questionnaires. This is also the case in Chinese society, for as mentioned earlier, Chinese respondents tend to give 'polite answers' when filling the questionnaires, and thus it might be more appropriate if the researcher can employ the skilled use of techniques such as interview and observation to gain a more complete picture of Chinese respondents' viewpoints and various reactions to the topic (Yang, 2001). Therefore, in this research, three methods were employed: the analysis of multiple sources of documents; interviews with teachers, pupils and practitioners; observations of classroom sessions and various activities and programmes relevant to the topic of the investigation. This provided a basis for triangulation and through

this increasing the validity of the findings.

5.6.4 Considerations of Cultural Differences in Qualitative Research

When conducting a cross-national research, it is likely that particular problems will emerge due to cultural differences. Whatever the method adopted in cross-national research, the researcher must remain alert to the dangers of unrecognised cultural influences (Kinear, 1987). Berting (1987) also argues that researcher's awareness of the effects of cultural boundaries on the research project is the first step needed to overcome them, and thus these cultural factors should be taken into serious account at the research design stage. In order to decrease the impacts brought by the cultural boundaries, and offer a clearer picture of the different cultural characteristics revealed in the educational settings in both Taiwan and China, a consideration of the cultural features of primary education contexts in both places was taken into account in this study. These are discussed below.

5.6.4.a Some Distinctive Structural Features

Unlike most western countries, most primary schools in Taiwan and China are comparatively large with the school size ranging from ten to one hundred classes in total. The average class size which used to be quite substantial in both countries has recently been cut down and now averages thirty to thirty five pupils in each class in Taiwan while it remains close to forty to sixty in the urban areas of China — sometimes even rising up to one hundred in the remote districts. The school system in Taiwan is structured in such a way so that pupils aged from 6 to 12 occupy years 1 to 6 in the primary level; this is roughly the same scenario as in China, yet some schools run different system, with years 1 to 5 being assigned to pupils aged from 6 to 11. In this study, in order to decrease cultural discrepancies that might interfere

the operation of the research, only schools with adopting the 6-year system were chosen.

As for teacher's responsibility, in Taiwan, each class teacher takes the main responsibility of care for pupils by accompanying them most of the time at school, looking after class affairs, and doing most of the subject teaching except English language, art, gymnastics and science which are delivered by specialist subject teachers. In many schools, it is the coordination of year leaders, subject leaders and all subject and class teachers that decides on the arrangement of curriculum programme and caters for the pupils' well-rounded development. The responsibility and organisation of primary teachers in China presents a slightly different picture. Each subject is taught by a different teacher; whereas the class teacher, whose caring responsibility is quite similar to those in Taiwan, is usually taken by language or math teacher of each class. It also appears that in many schools, the arrangement of curriculum issues and class affairs is taken care of by the organisation of year leaders, subject leaders and all subject and class teachers. Additionally, in both Taiwan and China, all primary schools have mixed-ability single-age classes, unless pupils display learning difficulties or require other special needs, in which case they are grouped in mixed-age classes. Normally, each class is assigned a different class teacher every two years.

The School curriculum is another factor that influences the delivery of affective dimension and needs to be compared. The primary school programmes in both Taiwan and China are organised around subjects. In Taiwan, although it is hoped that subject divisions will be broken down as all subjects teaching is expected to be integrated into topic work in the ongoing reform, it is not until next year (2004) that

the new curriculum will be formally adopted in years 5 and 6, and thus at the moment, the arrangement of the school curriculum remains with discrete subjects. And the picture remains the same in China where the curriculum is composed of several discrete subjects.

In summary, the differences between the organisation of primary education in the two countries created different contexts and learning cultures in which people would perceive and deal with pupils' affective dimension differently, and thus these variations had to be recognised and taken into consideration before the research was actually conducted. In this study, most structural features of primary schools in Taiwan and China are similar, and the characteristics which determined the selection of schools was as followed:

1. that only schools with classes from years 1 to 6 would be matched with the criteria listed in this study;
2. that, the size difference in school and class between Taiwan and China was not taken into account, but schools used in this study should be as typical and representative of the country concerned as possible.

5.6.4.b Some Significant Process Variables

Apart from the different structural characteristics appearing in the primary education systems in Taiwan and China, the difference appeared in the research process also need to be identified in advance.

The first issue is the authenticity of the data obtained from the observation sessions. In Taiwan, almost all the observations were undertaken under a natural condition where the presence of the researcher did not cause much disruption to teachers and

pupils, and formal interviews and informal discussions were conducted in a relaxed atmosphere; while in China, interviews were undertaken with the presence of school heads, office heads, subject heads, year heads, and a group of teachers and pupils specially organised by the school head; classes were visited through special arrangements made through the schools, in which case whether the activities observed were authentic or rather special performances was uncertain. It appears that the presence of researchers changed the dynamics in the classrooms and the whole observation session turned out to be a 'performance' to some extent; all the sessions that were observed were arranged to be delivered by the best teachers in the schools, a lot of psychological techniques were utilised and positive teacher-pupil interaction was displayed. This situation might be the result of the 'saving-face' culture in Chinese society. However, even so, it is believed that, apart from the 'performance', a lot of non-verbal and hidden evidence could be found during the investigation, such as pupil's behaviour outside the classroom, teacher-pupil interaction outside the 'performance setting', and data obtained from informal chat with pupils on the playground or during breaks etc. Such evidence also provided the researcher with fruitful information about how 'affective' the pupils perceive their schools and teachers to be. Therefore, the use of multiple data collection methods seems necessary and helpful to obtain as complete and authentic evidence as possible for triangulation.

The second issue is that there is a significant difference between the academic literature of Taiwan and China. In Taiwan, most of the published literature, similar to that in the UK and elsewhere, consists of refereed research papers with full references; while in China, a significant amount of the literature is either the extracts of the proceedings, or quotes from the speeches of politicians or well-known

academics, which usually lack the support of research data, whilst most papers as well as this lack detailed bibliography or a developed refereeing system. As a result of this, the quality and the reliability of this literature remains problematic which means caution is required in relations to the Chinese quotations and references in this study.

5.7 Data Collection Methods

In this study the data collection involved multiple sources of information through document review, interviews, and observations.

5.7.1 Documentary Research

In this study, a comprehensive documentary review was conducted with two specific goals: firstly, and in order to gain a better understanding of how affect was perceived and translated in the Chinese education in the past, a number of official documents including policy statements, prior curriculum guidelines and curriculum schemes, were collected and analysed; secondly in an attempt to investigate the place of affect in the current primary education as well as teachers' and pupils' perceptions towards this issue, a wide range of documents, such as policy statements relating to the reforms, school prospectuses, new curriculum guidelines, teachers' worksheets and students' feedback sheets were collected. Through this exercise, it was intended to gain a clearer and more complete insight into the interpretation of affective education at policy level, the methods utilised for its delivery, the influences it makes, as well as teachers' and pupils' attitudes towards it.

5.7.2 Interview

Interviewing has the advantage of providing potential access to understanding

people's mind in terms of what they know, what they like or dislike, and what they think; it also helps the researcher identify aspects that can not be observed directly when conducting a research (Merriam, 1988; Cohen & Manion, 1994). Additionally, by interviewing, a great deal of non-verbal cues from respondents and physical settings are revealed to researchers, which will supply fruitful additional information to the data (Anderson 1990). It was because of these values of interview, as well as the fact that one of the aims of this study was to investigate how affective education is perceived by teachers and pupils, that interviewing was chosen as a main research method, in order to reflect the reality in contexts and true opinions in people's mind.

Amongst all kinds of interviewing techniques, a semi-structured approach was chosen because its characteristics were considered most appropriate for data collection and research task in this study. One key feature of the semi-structure interview is that with a set of pre-determined questions or issues that are to be investigated, it also allows great flexibility through the use of open-ended questions which makes the interview process more focused, free flowing and unthreatening. As a result, it avoids the problem of leading the respondents, and thus respondents are free to express their opinions without worrying that their conversation is 'aimless rambling' (Wragg, 1982, p. 10); the researcher is also free to pursue any questions in greater depth (Cohen *et al.* 2000). As a result of these advantages, semi-structure interviews, were used throughout the research as a key method of exploring respondents' opinions and as a strategy for triangulation in the later stages.

Some of the interviews in this study had been planned and conducted before the fieldwork started as a preliminary way to obtain relevant knowledge, all the initial questions had been listed at an early stage of the study based on relevant theories and

in line with the research objectives, and then tested and further revised after the pilot study. The actual interviews were conducted focusing on four sample groups: school heads, teachers, pupils and relevant academics and professionals. In the interviews with school heads, teachers and practitioners, I set out to find how affective education was perceived and interpreted by them, how affective practices or aims influenced daily schooling, what support, difficulty or conflicts these people encountered when they delivered affective education and the prospects for affective education. In the interviews with pupils, issues such as the extent to which they enjoyed their schools, appreciated their teachers and reacted to various affective practices were examined. To obtain more 'natural' and 'genuine' opinions from pupils, some informal discussions and chatting about the research questions was also conducted during breaks. Throughout the interviewing process, issues such as the creation of natural and relaxing atmosphere, the neutrality of researchers, appropriate verbal or non-verbal reaction, and so on, were acknowledged in order to relieve the insecure feeling of respondents as well as encourage 'genuine' responses. During the interviews, the notes of any significant phenomenon such as respondents' reactions, and the dynamics of interview were recorded in a loosely structured way. Additionally, tape recording was used during the entire interviewing process with respondents' consent in advance; whilst transcription and organisation of notes was carried out soon after each interview was completed. Ethical and confidentiality issues were also guaranteed to all the respondents before interviews started.

5.7.3 Observation

In relation to the other aim of this study which sought to examine how affective education was translated into all aspects of primary education, observation was

considered the most suitable method for data collection which effectively collects data by watching and listening to what people do and say in as natural an environment as possible (Robson, 1993). It was hoped that the primary data of what was said by teachers was translated into practice, and how great a difference there was in pupils' perceptions, would be obtained by observing 'natural contexts' and seeing what was happening there.

Two principal types of observation were identified: participant and non-participant (Cohen & Manion, 1994). The non-participant involving a loosely structured approach, was chosen in this study because it was felt that the researcher should bring as little interference and participate as little as possible in the research contexts to avoid having an effect on pupils' and teachers' behaviour. Throughout the observation process, the researcher was at the back of the room minimising interaction with pupils and teachers.

In connection with the period of observation, because of the comparatively conservative atmosphere in the primary schools in Taiwan and China, heads and teachers were uncomfortable with the idea that researcher originally requested for a fairly sustained period of observation in each school, and the researcher thus was only permitted to visit a limited number of classes and undertake a relatively small numbers of interviews in each case.

With the consent of all the chosen teachers, throughout the observations of courses, classroom sessions, and other activities tape-recordings were made, video-taping was not attempted due to teachers being uncomfortable about the idea, and recording was used in order to keep details of every session as well as to cross check with the transcripts and notes. Apart from that, hand-written field notes were taken in order to

record relevant points of observations. These records of observations, notes and transcripts were all typed up and analysed soon after the observation.

5.7.4 Reliability and Validity

One of the key issues for the qualitative research is how authentic and reliable the data collected will be and therefore how much confidence can be placed in the findings produced through this method. One way of increasing accuracy and trustworthiness is to establish as many validity and reliability checks in the study as possible.

Validity is about the degree to which the data of a study can represent the reality it investigates (Hitchcock and Hughes 1995). There are two types of validity parameters: internal and external. According to Cohen *et al.* (2000), ‘internal validity seeks to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provides can actually be sustained by the data’ (p. 107), whereas external validity refers to the generalisability which is about the degree to which the findings of the study can apply to other contexts at a more universal level (Miles and Huberman 1994).

In this study, a number of strategies were used to increase the validity of the results, including using multiple sources of evidence, conducting multiple methods for data collection, checking the same phenomenon in different settings, checking the correctness of the interpretation of the data with respondents, and inviting people who have knowledge of this topic to review the data and the conclusions drawn from them, as well as provide critical feedback throughout the investigation. These methods were taken in order to provide triangulation from various angles (documents, participants’ perceptions, classroom reality) and the use of multiple data

collection methods.

In the case of reliability, Yin (1994) defines it as the extent to which various operations of the study, such as the data collection procedures, can be repeated with the same results . The level of reliability is closely related to the accuracy and precision of data gathering and processing techniques, and whether researchers have made these research procedures clear and explicit. Generally, the reliability of research can be enhanced by ensuring that all data collection and analysis procedures are carefully considered and precisely checked at every step. And in this study, attention was given to three aspects: making the research design clear and explicit, taking precautions to avoid researcher subjectivity, and checking the interpretation of research findings. At the early stage, a research plan was made, and a number of practitioners who either worked in the academic field or had relevant knowledge on the topic were invited to comment on the research plan and suggest changes if necessary. Throughout the process when the empirical research was undertaken, the researcher tried to adopt as neutral a stance as possible in all encounters and avoided influencing the respondents or the research findings by her own subjectivity in any way. At the later stage of data interpretation, in order to ensure the quality of data analysis, colleagues were asked to assist and comment on the analysing procedure, and respondents who participated in interviews were also invited to examine the correctness of the findings.

However, it has to be acknowledged that, despite these efforts, the validity and reliability of the findings of this investigation are limited, partly because however careful and mindful the researcher was trying to be throughout the research process, some evidence always remains unseen. As Best *et al.* (1983) have pointed out, 'no

piece of research can ever be totally satisfactory. However many interviews one conducts or episodes one observes the next one may always have been the one in which the great leap forward would appear' (p. 298). However, it is still hoped that despite the limitations of the findings, the current study can offer some valuable insights into the current practice of affective education and teachers' and pupils' perception to the topic in the primary school, and provide a useful starting point for further research in this area.

5.8 Selection Procedure

5.8.1 Selection Criteria

The sheer size of China and substantial differences of development between regions means that the size and quality of schools varies significantly as a result of different social and environmental contexts. In the affluent areas, schools can be very spacious and well-built with a great deal of resources available to run experimental projects; while in the poor areas, schools are small, lack essential resources and can hardly afford to run daily schooling. This also applies to Taiwan where there are also considerable differences between schools, although the gaps might not be as significant as those in China. In order to select appropriate schools that were representative to some extent and comparable to each other in terms of size, curriculum and catchment area, some of the characteristics of the sample schools were established and checked initially. In this study, typical public schools with similar size and background in urban area were selected, the reason being that the gap in provision impedes the operation of educational reform in some rural schools or those in remote districts, and one of the research aims was to find out teachers' and pupils' perception of the affect in the ongoing reform; as a result of this, after

comparing schools in two countries taking local situations into considerations, only the schools with some understanding of the current reform, and equipped with reasonable facilities and curriculum schedule, were considered suitable to be selected as the samples in this study.

5.8.2 Selection Procedure

The selection procedure of schools visited in this study followed the principles of purposive sampling with the inclusion of some preliminary criteria in terms of size, and catchment area. In the initial stage, the researcher tried to select samples by means of random sampling and approached each possible school personally by call, email or visit; however, most schools approached did not really welcome any research by a stranger, and thus most of these schools rejected the request. As a result, the selection of sample schools was based on lists of appropriate schools provided by personal contacts who were able to facilitate permission for access and the conducting of research. By matching these schools with the criterion and comparing their suitability, 6 schools were chosen in Taiwan and China respectively.

In Taiwan, I visited each school head personally and explained to them in detail the purpose of the research and interviews as well as what I planned to observe. All of these school heads agreed that the interviews could be conducted in their schools, yet they felt somewhat uncomfortable with the idea of conducting observations. Eventually, they agreed that the researcher could interview teachers and pupils, and visit some school activities related to affective dimension. However, they also warned that no guarantee could be given to the validity and reliability of the observation and interview, since teachers and pupils might feel uncomfortable or be influenced by my presence.

In the case of the schools in China, the first contact was made by the personal contacts due to the distance involved. After schools agreed with or showed interest in the research, the researcher personally contacted them by telephone and explained the detail of the research, including all the empirical works which were planned. All of them showed reservation with regards to interviews and were uncomfortable about conducting observations. After a period of negotiation by the personal contacts, they agreed with the conduct of interviews and observations of a few classroom activities.

As for the selection of teachers and pupils for interviews, one source was from the schools visited, on each occasion after the researcher visited the school, interviews were undertaken with some teachers and pupils in years five and six, and some more interviews would also be arranged for a later stage after the initial finding was analysed. The other source of interviewees was the adoption of snowball techniques by which teachers and pupils interviewed at schools suggested other potential participants introduced by personal contacts. Additionally, in this study, people such as professors and educational practitioners in Taiwan and China were also invited to take part, in order to provide triangular examination and further comments on the research findings. Apart from the snowball techniques through personal contacts in China, to seek for the appropriate samples who had understanding of affective education, primary education and comparative education in Taiwan, the researcher searched several popular databases and compiled a list of academics and practitioners who had published books and articles, or undertaken any research related to affective education. The researcher clarified the professional focuses that each of them was involved in, and chose the ones who were considered suitable for this study. The next step was the initial contact via phone call and email outlining

the research and explaining what the researcher wished them to do. The researcher approached five at a time, and all of them agreed to be interviewed and give comments later on.

5.9 Ethical Issues

At the start of work in any school, a detailed outline of the research, the methods and what it was needed for participants to provide, were explained and clarified; the empirical work would never start until these participants had agreed to participate, and the ethical issues that the study would involve had been explained to them in advance. Through the whole process of the study, the principles of anonymity and confidentiality were assured to all the participants, that their private information such as names, school names, addresses, telephones, email address etc, were protected and would never be disclosed. Apart from that, the personal feelings, opinions and professional knowledge of those involved were fully respected. After the analysis of data was done, relevant reports and transcripts were sent to the participants in an attempt to check if the description of the observation and interviews were accurate, or if there was any misinterpretation and distortion in their views and the conclusions reached by the researcher.

5.10 Process of Fieldwork

The actual fieldwork for the case study was initiated in November of 2000 after the researcher returned to Taiwan. Six schools were chosen as sample schools and each of them was given an exploratory visit to explain the outline of the research to the school head, establish contacts with school staff, acquire an initial understanding of the school surroundings and features of catchment area, and build a consensus in

terms of the schedule and how the work would be undertaken.

After the preliminary visits, all these schools were re-visited. In each school, the researcher spent one or two days observing two course sessions in two different classes, whole schools activities, the operation of school during breaks, lunch times, and the school environment as well as its facilities. Some informal discussions with pupils and teachers also took place during the observations. Usually, soon after the observation sessions ended, the researcher then interviewed class teachers, subject teachers, and pupils concerning the issues such as the place of affective learning in the school plan, how affective education was permeated in the daily schooling, and how teachers and pupils perceived and responded to the affective dimension. These interviews took place in whatever place they felt comfortable, and teachers' and pupils' interviews were conducted separately, and each interview session took about one and a half hours. The initial data collected from the observations and first round of interviews was subsequently organised and analysed, and was followed by a second round of interviews which were conducted with teachers with whom I had built a good relationship as well as those introduced to me by personal contacts and were interested in the study. In-depth interviews skills were adopted here with regard to some issues that I found in the observation which needed further investigation and clarification. at the later stage, with the data analysed, some follow-up interviews were undertaken with these teachers in order to clarify unclear aspects and investigate their views of the research findings. Again further formal interviews and informal discussions were conducted to gain more insights into the primary education and the place of affect, this also provided some valuable comments concerning improvements to the study design. In total, the course sessions of language, art, guidance activity, science, music and other cross-curricula activities

were observed, and 4 school heads, 27 teachers, 30 pupils and 3 practitioners were interviewed.

In the fieldwork in China, six primary schools, which were representative of most of the primary schools in urban areas in China, of similar size and having reasonable understanding of affective education and the ongoing reform, were chosen as sample schools. However, due to the distance and financial issues, these schools were not given exploratory visits, instead, the researchers sought to obtain necessary information of these schools through telephone contacts and emails. The actual fieldwork in schools started in 2001 when the researcher spent one or two days in each school observing two classroom sessions, school activities, environment, facilities and other aspects related to affective education. During the observations, informal discussions and chats with pupils and teaching staff also took place. Soon after the observations, the researcher then interviewed the head teachers, year heads, subject heads, class teachers, subject teachers, and pupils in the form of group discussion. During the interview sessions, the scheme of curriculum and the distinctive features of the school were thoroughly introduced by respondents, and issues such as the place of affective learning in the school prospectus, how affective education was permeated in the daily schooling, and how teachers and pupils perceived and responded to the affective dimension, were widely discussed. These interviews were mostly conducted in the school conference room for about one and a half hours. After the initial data collected from these observations and interviews were analysed, the second round of interviews then took place, due to the distance and financial issues, these interviews plus the follow-up research were undertaken by emails and phone calls in order to ensure the correctness of interpretation and uncover further points from respondents. In total, 12 sessions including subjects of

art, language, math, mental health education, calligraphy, class assembly and English were observed, 6 head teachers, 23 teachers, around 20 pupils and 5 practitioners were interviewed.

5.11 Procedure of Data Analysis

The nature and quality of data analysis was another critical issue to be considered in this study. The data analysis was a sustained process which started soon after the investigation began and continued after the empirical research ended. According to Miles and Huberman (1994), the analysis of qualitative data is a process involving ‘three concurrent flows of activity: data reduction, data display and conclusion drawing and verification’ (p. 10), throughout which the skills of coding and continuous analysis are adopted and interwoven. Coding refers to the skills to systematically categorise, conceptualise and finally generalise the collected data. In this study, the coding and analysis procedure started from the stage that the observations notes, interviews transcripts, notes of informal discussions, and other documents were typed up into textual transcripts and given different codes soon after the observation or interviews were conducted in a school. The organised data was then further categorised in accordance with the same code which referred to the same idea. During this process, the organised data obtained from observations, interviews at school as well as with the practitioners outside school, and the documents collected from school and official sectors, were compared against each other in order to identify interesting points or discrepancies for further investigation; and the work of further organising and initial conceptualisation of the data was performed. This procedure was repeated every time after the empirical research was undertaken in a school, which would possibly introduce some new codes into the transcripts. In

addition, the same method was employed for the data collected from the follow-up interviews with teachers, pupils and educational practitioners after the empirical work at schools was accomplished as a source of triangulation. At the final stage, all the categorised and analysed data collected from every school was brought together and compared. This was actually also a cumulative data once process gathered in two areas was compared with the results of the follow-up interviews, in this way new concepts, themes or patterns were generated which could be considered in the conclusion of the study. Throughout the whole process of coding and analysis, the data organised and interpreted was regularly reviewed by respondents, policy makers or relevant academics to ensure that the adequacy, objectivity, and consistency in interpretation was achieved.

5.12 Language Issues

The other issue related to data analysis is that whether or not the data can be translated and analysed accurately without misinterpretation resulting from the researcher's misunderstanding or misuse of the language. Ungerson (1996) indicated that language emerges as an important issue in two senses of the word; first, there is the difficulty for the researcher to fully understand the meanings of terms which, within a particular national context, have a cultural loading; the second problem with language, which is unique to qualitative work, arises from the corruption of data by translation. These two problems are also seen as a significant concern in this study, owing to its comparative nature as well as the fact that it was mainly conducted in a Chinese context, thus the use of language and the precision of interpretation need serious scrutiny in order to ensure the quality of data. This involves two aspects:

First, although the current study is a cross-national comparative research, due to the

fact that it was conducted in a Chinese context, all the participants were native speakers of Mandarin, as well as the fact that throughout the process of research, the researcher was given quite a few opportunities to deal with interactive translation⁶ with educational practitioners in both Taiwan and China and thus obtained significant insights and understanding toward their perceptions and the whole context, accordingly the problem of translation, at least at the data collection and analysis stages was minimised in this study.

Second, the other problem that appeared in this study is the question as to how can the researcher translate the data and findings into English without misinterpreting the original descriptions or statements given by the interviewees in Mandarin. As Ungerson indicated that it is very difficult to find researchers with two or more very good language skills; accordingly as a non-native speaker of English, I tried to diminish the potential affect, caused by the imperfection of language use, to the presentation of the research in two ways: once I finished the categorisation and analysis of data in Mandarin, I invited interviewees and those who have relevant knowledge to comment on it in order to ensure the authenticity of the interpretation; after that I then translated this data into English, and once I finished translating this data into English, I then invited people who are either professional translators or with relevant knowledge to examine the adequacy of translation. By doing so, it is hoped that the problems and bias caused by the language in this study could be minimised as much as possible.

⁶ Throughout the conduct of the research I had already been involved in a considerable amount of interactive translation with practitioners in Taiwan and China, where meanings and the discussions about the differences of terms between Taiwan and China were specifically discussed in these meetings and seminars.

CHAPTER 6

6 Research Findings (I)

The Place of Affect in Primary School: The Present Scene

6.1 Introduction

In the previous chapter, the methodology of this study was discussed. In this chapter, the first part of the data of this study, in terms of how affective education is translated into everyday schooling, teachers' and pupils' perceptions towards this, as well as a comparison of the differences and similarities in these processes as well as the rationale for them, will be examined and analysed. The second part of the research data in terms of teachers' and pupils' perceptions will be presented in the next chapter. Bogdan & Biklen (1998) indicate that analysing qualitative data involves working very closely with data, including organising them, grouping them into manageable units, searching for patterns, discovering what is important and what is to be learned within that data and deciding what the researcher will tell others (Kvale, 1996). The primary sources of data for the findings presented in this chapter were

1. Interview transcripts of teachers, pupils, and other practitioners responses to prompts based on the research questions 1 and 2 stated in chapter 1 and 5,
2. Observation notes (field notes) from classroom sessions, school activities and other observation sessions.

The analysis of the data in this study was undertaken through the process of selecting, focusing, simplifying, abstracting and transforming the raw data that appeared in field notes and interview transcripts. The first step in this process was reading through each interviewee's transcripts and field notes in order to identify the basic units of the analytical themes, and then the preliminary codes were generated from these analytical themes and each of them was named using appropriate terms or short sentences extracts from the interview statements with shared or similar concepts. These preliminary codes were then displayed in 4-column analysis sheets: the first column contained the brief interview questions; the second one preliminary codes; the third the interviewee's statements; the fourth the researcher's comments, further explanatory quotations from interviewee's statements or observation notes. This process was undertaken on the responses of all of the interviewees individually.

The next step was to compare, combine and re-categorise the preliminary codes and interviewee's selected quotations in order to identify a set of key components or concepts. All the interviewee's categorised data were compared and combined on the basis of each question, and their preliminary codes were then further modified, regrouped and condensed; and a set of new, more abstract and central themes or concepts were developed. These abstract themes were mostly presented in brief sentences or statements. In the initial stage of the coding process, the researcher attempted to categorise the themes by following the theoretical frameworks presented in earlier chapters; however, it was found that some of these earlier works were not fully applicable to the data categorisation in the current study. Consequently, in this and next chapters, some of the categories used in data analysis were derived from the literature, and some were generated through the researcher's own interpretation.

The first section of this chapter deals with the presentation of an overall picture of how affective education is translated in the primary education as well as teachers and pupils' perceptions towards these dimensions in the Taiwanese context. The second part of the chapter focuses on the presentation of the same issues based on the Chinese context. And in the final section, a conclusion of the chapter will be presented.

6.2 The Place of Affect in Primary Education

As mentioned earlier, the analysis of the data in this Chapter was firstly categorised in accordance with Best's (1999) model, including 'developmental curricula', 'proactive and preventive pastoral care', 'reactive casework', 'the promotion and maintenance of an orderly and supportive environment', and 'the management and administration of pastoral care', presented in Chapter 2. However after categorising interviewee's statements and researcher's various observation notes under these five preliminary codes, the need to modify the model then became apparent for two reasons: first, possibly owing to cultural differences and differences in approach to organising the curriculum from England, the division between activities in terms of whether they were developmental or preventive in nature was vague; very often they embraced both intentions so that neither the researcher or interviewees could put them into a single category; second, it was found that some issues, which were originally categorised under one division in Best's model, were given significant emphasis in both Taiwan and China. For example, teachers in both countries highlighted the importance of teacher's attitudes and skills, which were originally subsumed under the division of 'the promotion and maintenance of an orderly and supportive environment' in Best's model, considering these issues the key points for

ensuring the quality of education instead of merely parts of ‘supportive school environment’. In order to illustrate the focuses particularly stressed in the Chinese context, I then detached ‘teacher’s attitudes and skills’ from ‘supportive school environment’ and categorised it as a single division for discussion. As a result of this, in this study, the place of affect in primary education will be presented and discussed in accordance with the following categories: ‘affect in the official discourse’ which present how affective education is translated into the policy at both official and school levels; ‘developmental and preventive curricula’ which include all the affective curricula and curricular-related activities; ‘affective teaching attitudes and skills’ which highlight the teacher’s affective quality; ‘reactive casework’ which refers to the programmes or activities that schools endeavour to help with pupil’s various problem; and ‘institutional features’ which focuses on various aspects of hidden curriculum, including physical environment, supportive structure and school ethos.

6.2.1 Affective Education in Taiwan

6.2.1.a Affective Education in the Official Discourse

As explained in the previous chapter, the values of all round developments of pupils have been recognised and informed in the ongoing curriculum reform led by the Ministry of Education, which has offered schools support and new curriculum guidelines on how to improve the provision they made for students’ personal and social development (MOE, 2001a). In fact, not long before the ongoing reform was launched, the concern for pupil’s personal and social development had been given special support in central and local educational authority. In the Constitution Law upon which the overall educational systems are built, it is stated that the aim of

education is to equip citizens with sense of nationalism and autonomy, morality, healthy physical conditions, and the intelligence to deal with scientific and life issues (National Congress of ROC, 1946). The law itself provides a range of contexts where school education is bound with the responsibility to cater for pupil's well-rounded development, but the guidance is too general to produce effective practice which contributes to satisfying pupil's needs. As a result, in 1999, 'The Basic Law for Education' was issued in which the emphasis on the personal and social development of pupils was reiterated. The aim of education was further specified in this law as cultivating pupil's 'healthy characters; sense of democracy, justice and humanity; healthy body and thinking; ability to make judgment and create; as well as improving the respect and concern for issues of personal right, environment, nation, group, sex, religion and culture etc' (ROC, 1999/6/23). In response to this spirit, the

'Law of Civic Education' was also revised in the same year and points out that 'the education of pupil's virtues, intelligence, sense of collectivism and aesthetics' should be achieved in the primary education in the pursuit of pupil's holistic development (ROC, 1999/02/03). These laws showed the official interest in providing basic instructions to primary schools to look after pupil's cognitive and non-cognitive growth; however, as illustrated in chapter 3, in the past, the focus of education was on educating the adequate workforce for the nation and mainly cognitive in nature, thus the existence of these 'affective-flavoured' laws did little to encourage primary schools at that time to secure pupil's personal and social development; and as a number of writers argued, these official interests and laws in the area were pure rhetoric.

More recently this situation seems to have changed, apart from the original

educational laws, this area has been given further endorsement with the launch of ‘nine-year-joint-curriculum-reform’. In its ‘provisional curriculum guidelines’ (MOE, 2001a), it is stated that schools are required to secure for all pupils opportunities for both implicit and explicit learning particularly likely to contribute to personal and social development, and prepare them as citizens for the nation and the global village (MOE, 2003). Different practice guidelines and attainment targets are given to all subject curriculum from year 1 to year 9 upon which it is claimed that schools are allowed more freedom and power with respect to curriculum design and developing their distinctive features. And it is in this circumstances that pupil’s personal and social developments are expected to be looked after through various approaches in the primary education today. The laws, that are discussed above, are intended to act as the guiding principles through which affective education should develop in primary education along with relevant pedagogy and evaluation. As the statement from the headteacher of TTP2 shows its educational goals are along the lines of those encouraged by the reform:

The perspective of the school is made to educate pupils with moral sense and politeness; improve the cooperation as well as efficacy of managerial and teaching divisions in a democratic approach; enhance the participation of parents; make school a homey land to improve pupil’s learning motivation; to improve pupil’s holistic development and make each of them an affective, happy and healthy individual; promote pupil’s self-awareness; and enhance pupil’s respect on different cultures, races and groups; and make every pupil a member of the international globe.

(Interview Notes, 1-02, TTP2-0)

The headteachers in the TTP1 and TKH2 primary schools also shared very similar viewpoints by emphasising that ‘to achieve pupil’s holistic development by all

means’ constructs the heart of the school policy. These statements from schools also echoed the trend that the current emphasis of school education has shifted from ‘five cultivations’, which includes the cultivation of virtues, intelligence, physical health, sense of collectivism and aesthetics and used to represent the key areas composing the wholeness of schools education, to ‘ten basic competencies’ proposed in the ongoing curriculum reform and identified as the ultimate aims which school education should equip pupils with. However, some headteachers highlighted the values of ‘five cultivations’ and stressed a significant overlap between ‘five cultivations ’ and all the new initiatives in the ongoing reforms. They considered the ‘five cultivations ’ are equivalent to the ‘holistic approach’ of the current reforms and to a significant extent, still underpinned the conduct of school education nowadays.

6.2.1.b Developmental and Preventive Curricula

A starting point for understanding affective education is to examine how, and in what ways, different curricula areas contribute to it. By the name “developmental and preventive curricula”, it refers to the distinctive programme, curricula, tutorial work, as well as various cross- and extra-curricula activities operated in order to promote the personal and social development and the well-being of pupils (Best, 1995, 1999), and furthermore, prepare pupils with the necessary attitudes and skills to cope with anticipated situations (Lang, 1998; Best, 1999). In Taiwan, the concern for pupil’s affective development in the primary curriculum have grown in a variety of forms in response to a number of needs and pressures: mainly teachers’ and schools’ perceptions towards the necessity to nurture pupil’s personal and social characteristics in a rapidly changing society; and the urgent needs of the whole

educational context to cater for pupil's well-rounded development. Each school constructs its own individual programme, and almost all the strands mentioned above can be identified in the primary levels at the moment.

Distinctive Curriculum

The first strand of influence upon current affective courses is the institutionalisation of life education in the ongoing reform, which, as discussed earlier (Chapter 4, pp. 98), represent the formal endeavour to promote affective education in primary education. As a legalised subject that every school should conduct, life education, from almost all the interviewee's viewpoints and conceptualisation, is considered as closest to what is referred as affective education as a planned subject in this study:

it is very difficult to tell the difference between affective education and life education, they are almost the same since they all aim at improving pupil's internal quality and interpersonal skills...I guess the only difference is the range of coverage of concepts and themes

(Interview Notes, 1-01, TTP1-2)

Although life education has been given significant attention in the newest curriculum guidelines, it has not been given a place in the timetable of the school curriculum. As a result of that, in most primary schools, life education is taken as a special programme which is usually planned by guidance teachers and delivered through a dual structure by school guidance room while on the other, the individual teacher also tends to integrate life-related issues into all subject teaching. As for the whole school level, the guidance room staff are usually in charge of developing various themes and activities that closely related to pupil's personal and social development at different ages; these themes and activities are then further refined into whole

school activities which are combined with special events, and conducted through whole school competition, lectures, assemblies or vacant curriculum time slot.

In my school, usually guidance room draw up some activities along the line with those special holidays or events on the school schedule. For example, in this mother's day, we had an activity called "egg protection" involved with all classes, in which every class as a unit is responsible to protect an egg in avoidance of being broken and damaged for a period of time, in the hope that pupils could learn to understand how much devotion every mother has made to her children. This activity was also undertaken with a series of appreciations of films, articles and stories. And after that, every pupil was asked to make a card with his or her true gratefulness written down to their mother.

(Interview Notes, 1-03, TTC1-2)

Recently, a very old tree was the focus of the celebration, and guidance room then combined this event with the conduct of life education by encouraging pupils to get to know its appearance and devotion at school, and draw celebration card on which their feelings towards the tree were expressed. Moreover, to celebrate this event with pupils, various activities were held along such as drama show, book reading, film watching, and drawing competition etc.

(Interview Notes, 1-06, TKH2-2)

Some of the life education activities are delivered through the organisation of volunteers which consist of parents of pupils and members of the community. These volunteers usually share the responsibility of the security of off-school hours, and assisting the running of curriculum and school affairs. In some schools, the researcher found that these volunteers also assisted the delivery of life education in a rather creative way, and the following observation note can best describe how it was conducted:

Some volunteers have organised to create some puppet drama shows regularly at school. These shows are base on stories integrated with ideas of life education in the hope that through story telling and drama presentation, pupils can be improve their personal and social development in a more natural, creative and productive way...normally these shows are performed to whole school once or twice per semester... and pupils just love these shows. As commented by the guidance teacher at school, it is one of the most popular activities at school

(Observation Notes, 1-01-1)

Apart from the efforts of teachers and volunteers, some distinctive curriculum of life education is also found to be delivered through resources outside school.

These volunteers designed their own curriculum and taught in some classes where the teachers agreed with their assistance...they did not teach in all classes since some teachers felt uncomfortable with the interference of external volunteers...they also assisted to equip teachers with necessary knowledge, skills and attitudes to deliver life education

(Interview Notes, 1-05, TKH1-4)

It was also pointed out by this teacher that some teachers were opposed to the support from these 'outsiders', and also doubted the quality of life education delivered by these volunteers due to their religious background. Yet, whether or not the quality of these curricula and efficiency of these volunteers are guaranteed and they are accepted by the majority of teachers, there is a growing number of schools willing to cooperate with external organisation for the conduct of life education, this is especially the case in the secondary level. And as for the primary sector, based on the researcher's observation as well as the feedback from the respondents, it seems that life education as a distinctive whole school curricula delivered by every teacher is still regarded as the mainstream to the field of life education.

Most teachers consider the introduction of life education as necessary and support its implementation in the primary education, since the overall development of pupils nowadays has been seriously malnourished and damaged. Some teachers regarded it as the attempt to pursue the accomplishment of holistic education. According to teachers, pupils generally feel positive towards this new topic because its delivery in the primary education is mainly through various classroom or school-based activities which has relatively little connection with learning pressure.

Yes, pupils seem enjoy it to a greater extent...because this area is mainly delivered through various activities which are more fun and have less relation with score pressure...pupils have always loved this type of curriculum

(Interview Notes, 1-06, TKH2-1)

Although the introduction of life education is generally favoured by teachers and pupils, most teachers admitted that its practice in primary schools has encountered huge difficulties due to the vague policy, insufficient support, over workload with teaching responsibilities and many other factors, which will be discussed in detailed in chapter 7.

Cross-curricula Themes

Apart from being promoted by means of a distinctive subject such as life education, the second approach involves its inclusion in all subjects teaching as cross-curricular themes. As for many teachers interviewed, the affective elements can never be segregated from cognitive dimension, and pupil's affective development should be best taken care of and facilitated through the daily learning process. As one

respondent pointed out that,

pupil's affective welfare can not be fully catered for by means of one or two sessions of certain distinctive subject every week... it is only when the affective elements have penetrated into every dimension of schooling and subject teaching that the pupil's affective growth will be best encouraged and looked after

(Interview Notes, 1-04, TTC2-2)

In this study, most teachers interviewed in Taiwan are classroom teachers and all of them agree that affective education can be blended/integrated into almost every subject in the primary level.

I do think that affective themes can be combined with almost every subject, uh...maybe it is a bit difficult to build a direct link with math, yet to a greater or lesser degree it still depends on how teachers combine and perform...and I think that different affective elements can be channeled and enriched through different subjects

(Interview Notes, 1-06, TKH2-1)

For example, some respondents indicated that subjects of 'art' and 'language' can be of much help to the ability to appreciate and feel;

In every art session with different themes and art skills, I try to help pupils enjoy the beauty of life and listen to their heart by guiding them, with pictures, words, or music, to let go of their imagination and creativity...and I think it works that I gradually find my kids getting more attentive to the environment and every little thing in their life...and during the process of creation, they learn to express their feelings through the pieces of art they make

(Interview Notes, 1-06, TKH2-4)

the class visited today was Mandarin in year five... the curriculum for this session was to appreciate an article called “One tree leaf” which is about how a painter tried to encourage his ill friend by painting an evergreen leaf on the wall...the teacher then was trying to guide pupils into a discussion concerning how they would feel when they were sick...how they treasure their life...and which attitudes they need to develop as well as how they would handle their emotional status to cope with various adversity in their life

(Observation Notes, 1-03-1)

Some emphasised that ‘science’ and ‘social science’ do help prepare pupils to have concern for the life environment as well as those from diverse background, which would be advantageous to pupil’s ability to respect, tolerate and to care, as two teachers explained how they viewed these two sessions:

As for me, science is the channel that can inspire pupils concerning the mystery of life...pupils are guided to the beauty of life through the introduction of the origin of life, the emergence of different species, to all the wonderful phenomena...not only the beautiful but also miserable side of life would be presented in science session, for example, natural disasters such as 921 earthquake and typhoon have always been good medium for a discussion of how to maintain a harmonious relationship with nature ...in the end some resulted significant social phenomena, such as poverty, unemployment, and emotional depression, would be involved... Sometimes, the story of great scientists would also be the center of the course in the hope to offer role models for pupils to follow. ’

(Interview Notes, 1-05, TKH1-5)

normally I conduct the social science session in a way of combining news, school issues, and class issues as well as different problems pupils have

encountered...not so long ago, a parent of an pupil in this school, who is from a disadvantaged family, had a very serious fight with the teacher due to pupil's behavioural matter... this event then was raised up as a topic of discussion when I conducted social science session...and pupils' feedback did amaze me by showing me how they had learn from these thematic discussions. '

(Interview Notes, 1-03, TTC1-2)

Apart from the subject discussed above, some teachers also acknowledge the influence that 'morality and health' and 'guidance activity' can bring to pupil's personal, social and moral developments.

whether or not these virtues curriculum can really affect these pupils, and how effective these activities need more evaluation and scrutiny...yet as far as I have seen, some pupils indeed have absorbed some sense of moral concepts from these activities...I believe that it is through these interactive and realistic approach, rather than preaching and dogmatic, can this subject benefit pupil's moral development

(Interview Notes, 1-02, TTP2-4)

Apart from activity approach, quite a lot of teachers conduct guidance activity sessions following the content of textbooks; some take this subject session as the opportunity to conduct individual and group counselling with pupils'; and some undertake tutorial session⁷ as a means to communicate with pupils. All teachers interviewed stressed that affective dimension is one significant element in all subject teaching process.

⁷ Every primary school teacher is expected to conduct class tutorial session on a regular basis. More detailed explanation of teacher's tutorial responsibility will be presented in the later discussion.

Extra-curricular Activities

As has been said affective elements are not only delivered through subject teaching, but also through whole school activities. On the basis of observation and the statements of respondents, three types of activities were identified related to the promotion of affective education:

Regular activity:

All the schools visited undertook an activity called ‘Still Thoughts Instruction Session’⁸ undertaken from year 1 to year 6, this involves a 10-20 minutes session conducted in the morning, in which pupils learn and are encouraged to appreciate some idioms or sentences extracted from Buddhism or classical Chinese literature; however, although the session seems to have a close connection with religious concepts, the activity itself, the way to be delivered and the words used tend to be non-religious. Generally, it is undertaken everyday or once per week by either class teachers or volunteers. By sharing the wisdom of these sentences, ‘it is hoped that a sense of respect, caring, treasuring life, loving and kindness of pupils, can be inspired’ a teacher said,

although this session seems not able to produce major impacts on pupils in a short time, we are hoping that by means of this regular “heart reminder”, pupils who are under huge stress and in face of various temptations, can be helped in the aspect of their spirit, emotion and peacefulness...as a result of that , although it is not a compulsory activity that school “must ”do’

(Interview Notes, 1-05, TKH1-5)

⁸ The ‘Still thought instruction’ activity was originated from one of the biggest Buddhist organisation-Tzu Chi for purifying and cultivating its religious followers. Claimed with the good effectiveness it produced, this activity was then introduced to primary education and has spread as one of the most popular extra-activities in primary education.

A teacher also pointed out that this session had been given ‘new moral responsibility’ because from the year 2003, there will be no longer a distinctive subject of moral education in primary education, the conduct of ‘Still Thought Instruction Session’ will then be the regular and direct channel through which teacher can deliver moral teaching to pupils. According to teachers, generally this activity appears as ‘acceptable and non-doctrinal’, and most teachers who had the relevant experience of conducting this activity recognised its affective function to pupils:

although it might not produce an immediate influence to pupils’ moral sense...it is the implicit and regular impact from these words that will bring moral change to pupils

(Interview Notes, 1-04, TTC2-2)

Programmed activity:

Normally, in almost all the primary schools in Taiwan, before a new semester starts, a schedule of thematic activities that are supposed to be held in a variety of forms, will be released by guidance room and dean’s office, and all the teachers and pupils will be involved. Usually, the themes of these activities, such as life education, sex education, environment education, human right education and many others, are designed based on school calendar, and are presented as a special ‘week’, such as ‘life education week’, ‘sex education week’, ‘environment education’, ‘human right education’ and so on. A series of activities, including various lectures, competitions, exhibitions, dramas and visits will be programmed on a whole school basis in this week; moreover, each class teacher is also expected to integrate these themes into all

subject teaching. According to teachers interviewed, it is hoped that by holding these activities, not only something that will be crucial for future life will be demonstrated to pupils, but also give them a chance to think and experience. Apart from these thematic activities, some in celebration of holidays and special events such as Mother's Day, Father's Day, Teacher's Day and many others, are also scheduled on the whole school basis. These activities, similar to those thematic ones, are undertaken in various forms including lectures, competitions, exhibitions, dramas and visits, and are expected to be connected with class teaching. For example, 'egg protection' is the activity that almost all schools would conduct to celebrate Mother's Day.

Optional/Club/Volunteer/Community activity:

It is found that in some schools visited, optional courses and club activities also contribute greatly to pupil's personal and social development.

There are various optional courses and activities offered in a form of clubs for pupils to join in my school, such as calligraphy, painting, various exercises, computer, language, literature and many others, and they are mainly conducted during the "group activity" session...pupils, from different classes and with different ages, attend the course they favour and stay together for at least one semester... in order to, on one hand provide various activities to fulfill their learning interests and enrich their personal development... on the other hand, enhance pupil's social skills to deal with people with different ages and backgrounds

(Interview Notes, 1-04, TTC2-0)

According to this teacher, the evaluation of these optional courses is non-examination approach with which pupils mainly present their learning results without needing to cope with the pressure of passing examination, and thus pupils

usually can enjoy the process of the course without needing to worry too much.

Apart from these optional courses, some extra-curricular activities are conducted in cooperation with the efforts of volunteers and community. One example is a case described in the previous discussion of a school visited which had volunteers organised and produced various funny puppet shows and story telling drama whose contents are closely related to the ideas of affective elements and life education, and according to the teachers interviewed, such activities are very much welcomed by pupils. Another example is that one sample school has run various courses of extra-curricular activities for pupils after school hours and during the weekend. Some activities are conducted not only with the assistance of volunteers, but also with the participation of community members and social welfare organisations, which are normally undertaken in the way of providing opportunities for community and social service to pupils, visits to organisations, and many other activities related to social welfare and community involvement, which, according to teachers, on one hand aims at assisting pupils to see different sides of the environment they live in, to encourage their intention to participate in community activities, and inspire them with the kindness to help those in need; on the other hand, 'to extend the affective responsibility to the whole society'.

It is found that respondents gave positive feedback to the effectiveness of these extra-curricular activities and considered they could enhance pupils' affective dimension, because they nurture pupils' affective dimension in a natural and acceptable state through the conduct of activities and thus produce implicit yet steady effects. However, few respondents pointed out the difficulty to find out the actual efficacy of these activities since 'nothing is easy when it comes to evaluate

pupil's affective state'. Regarding pupil's perceptions towards these activities, although how each of these pupils enjoy these activities varies, generally, they found school activities 'pleasing' although 'some of these activities were not seen as so entertaining because they tended to be followed with homework'.

6.2.1.c Affective Teaching Attitudes and Skills

In the original typological frameworks presented up by Best (1983, 1999), the discussion about teacher's teaching attitudes and skills was categorised under the dimension of 'school ethos', and thus there was no specific affective task categorised with regard to this aspect; yet, it was found in this study that almost all the interviewed teachers were significantly concerned about this issue and considered that whether or not teacher's attitudes and teaching skills were 'affective' was closely related to pupil's affective development.

According to the respondents, how teacher's teaching attitudes and skills might influence pupil's affective growth is the most direct and powerful 'hidden curriculum' in the classroom, and pupil's affective development is conceived as an unconscious process underneath the attitudinal and behavioural dynamics. Albeit that a great amount of curricula, that are beneficial to pupil's affective dimension, have been available and declared to have produced impressive results,

words, pictures and other artificial products presented in the textbooks or curriculum materials can hardly bring as much and intense impact on pupil's affective dimension as can the best attitudinal and behavioural role model teachers demonstrate to pupils during the process of daily interaction

(Interview Notes, 1-01, TTP1-1)

She then continued,

I believe that no matter how defiant and disobedient the behaviours pupils display to their teachers, as long as teachers keep up a loving, caring and patient attitude towards them, sooner or later some changes will occur in these pupils ...I have to admit that some pupils are really good at giving teachers a hard time...and sometimes different discipline strategies need to be adopted to deal with different types of pupils...yet, generally, I think ‘ never lose your trust in them and never lose their trust on you’ is the only way eventually

(Interview Notes, 1-05, TKH1-4)

Such viewpoints were also given significant emphasis by all the respondents. Besides attitude, some respondents expressed their opinions on the difference that teacher’s teaching skills can make to pupil’s affective dimension by stating that appropriate teaching strategies and skills can certainly excite positive interactions between pupils and teachers, as well as encourage ‘good behaviours and atmosphere’ within the class. By means of observing classes and interviewing with teachers and pupils, a variety of skills are identified with relation to the improvement of pupil’s affective growth, such as picture books, group games and discussions, experiential activities, film watching, role-play, visits and many others.

I usually employ different teaching skills to deal with various themes and subjects...for example, during morality session, strategies such as role play, moral clarification, group discussion etc, would be conducted ...and picture books⁹ and drama activity are also used during language sessions

(Interview Notes, 1-01, TTP1-4)

According to the teachers interviewed, these activities and strategies, although not taken as the main body of the curriculum, can effectively interest pupils and make

⁹ Unlike England and elsewhere, the use of ‘picture book’ was not popular and widely introduced to school education in Taiwan until recently.

the curriculum more 'acceptable' and 'approachable'. Moreover, it is also found that teachers consider these strategies as an approach provide a 'realistic social circumstances' for pupils, by which pupils can learn things and experience life not only through the distinctive efforts of each strategy, but also the group dynamics produced during the process of undertaking these activities. Opinions from pupils appear to support of the statements of teachers, some pupils identified that inappropriate attitudes or teaching skills presented by teachers could negatively affect pupil's perceptions and motivation towards school education. A pupil criticised one of her teachers in a strong way in line of the above statement:

I found him (the male teacher) really gross...he is just weird in behaviour, and sometimes he even dug his nostrils right in our face...he makes me feel so uncomfortable and I don't like the time when he is in our classroom...and I don't like what he teaches us as well

(Informal Conversation Notes, 1-06)

While another girl expressed how her fondness of her class teacher had affected her:

I like the way she (the class teacher) delivers the course, very interesting and entertaining...very often she conducts the whole session by means of some games or competitions...although it appears that sometimes I already knew what she was teaching in the class, I would still love to listen to what she says

(Interview Notes, 1-05, TKH1-6)

To improve teacher's overall performance in these aspects, many relevant training programmes have been offered by LEAs or the government; guiding materials have been published and consultant teams organised by the government and the academics have been teamed up and offer help to schools in need. However, whether

these training programmes or support from both official or unofficial levels offer sufficient and efficient help as well as really meet teachers and schools' needs, remains problematic, as many respondents expressed an urgent need for more training and help. This issue will be discussed further in the next chapter.

6.2.1.d Reactive Casework:

By the term 'reactive casework', it refers to the work undertaken on a one-to-one basis to deal with pupil's personal, social, emotional, moral and other problems, which operates in the form of 'school guidance' at primary level in Taiwan. In the school guidance system in the primary sector, every teacher is expected to take guidance responsibility and deliver primary guidance on an individual or group base to pupils through 'tutorial time', 'vacant curriculum' or 'guidance activity session'. Most of respondents considered themselves 'just about able to provide primary guidance service to pupils'; however, they also identified that sufficient time and professional competence are the two major problems they encountered when delivering guidance service to pupils, and the need for more relevant training; on one hand, heavy workload in subject teaching has not only restricted the time and efforts teachers can devote to offer guidance in tutorial time, but also resulted in the situation that an increasing amount of tutorial time and vacant curriculum have to be diverted to subject teaching; on the other hand, the almost-insufficient relevant knowledge and competence has also restrained teachers from providing efficient guidance services, especially in terms of dealing pupil's problems and class management; thus most of teachers interviewed admitted that they 'mainly conducted "guidance activity session" in accordance with what had been designed in the textbooks'.

In addition to the general guidance responsibility placed on every teacher, another guidance initiative, namely ‘an integrated assistance system for instruction, discipline and guidance’, has been proposed and is undertaken in some, but not all, primary schools because the new system requires a drastic change to the original managerial structure, and schools encounter great difficulties to put it into practice; accordingly, in many schools the original guidance structures are still in place while some parts of new system are also employed.

As a result of that, only part of the new system, called the ‘adoption and guidance programme ’, the part that is not directly related to the structural change, is carried out in all schools visited.

In my school, “adoption and guidance programme” is conducted as a distinctive features of the school and all the teachers are required to take relevant in-service training...every teacher is also encouraged to “adopt” one pupil who encounters learning, behavioural or emotional difficulties

(Interview Notes, 1-02, TTP2-0)

Normally, every teacher is encouraged to take extra responsibility to look after one pupil who has been identified with personal, social, emotional or learning problems, yet this job is optional. Teachers who take this job would need to take care of one to two pupils for an academic year, and build a regular contact with client pupils, normally once a week, in order to build a close relationship with pupils, monitor pupil’s progress and assist their problems. Teachers also need to make an interview record every time after the meeting with pupils and evaluate their progress annually. All the documents made by teachers will be taken as reference to develop an overall strategy to deal with pupils’ problems.

As for the perceptions teachers hold towards this guidance programme, most of the respondents find it a meaningful mutually beneficial process, and hold positive attitudes to its implementation. As one teacher stated:

This is the second year for me to take this responsibility...as for me it is not just we regularly meet these kids once a week and do the report, instead, it is a learning process by which teachers also learn by interacting with these kids...that is rewarding

(Interview Notes, 1-04, TTC2-2)

Yet, apart from the supporting statement respondents made about the programme, some teachers also pointed out that ‘they would love to take this voluntary responsibility, however, the existing heavy workload stops them from doing it’; as a result of that, in some schools, this programme is also undertaken with the participation of volunteers.

sometimes this job could be taken by volunteers...we organise our volunteers into several groups and one of these groups is called “adoption and guidance team” in which volunteers also take the responsibility to adopt one to two pupils, in special needs or with learning difficulty...in order to ensure the quality of service, these volunteers are requested to take in-service training in advance

(Interview Notes, 1-03, TTC1-1)

Normally, when pupils encounter problems beyond teacher’s or volunteer’s capability to resolve, they will be transferred to the guidance room for further help. The set of guidance room is given significant affective responsibility in a remedial approach aiming at assisting pupils with various problems and learning difficulties. Strategies such as individual casework or group casework etc are widely employed to help pupils in need, and services including pupils’ personal records, psychological

tests and curriculum for pupils in special needs, also construct the territory of guidance function as well as cross-curricular activities in schools. Apart from remedial function that has represented main guidance work in the primary sector for years, in recent years, due to the launch of life education in the educational reform, a close connection between the guidance system and developmental and preventive curriculum has also been built up since it is the guidance room which is in charge of the construction of life education curriculum on the whole school basis. However, it has been suggested that the inclusion of constructing life education curriculum as part of guidance system has caused conflicts between guidance system and teachers, as well as resulted in problems of implementing life education. Such criticism came mainly because it appears that staff in guidance system are likely to be either not eligible to design curriculum, or not fully aware of the real needs of pupils, or fail to consider the already-heavy workload teachers are given, and accordingly they tend to design the materials which might not meet pupil's actual needs or increase teacher's extra workload; again, some teachers point out that staff in guidance system rarely offer the support which teachers really need for daily teaching. These conflicting situations occurred in most of the schools visited and aggravated the gap existing between teachers and managerial systems, which will be further discussed in chapter 7. Apart from the conflicts addressed above, the relatively low status guidance work is given and the lack of qualification of guidance teachers is also challenged and related to the inefficiency of guidance work in the primary sector. Although school guidance work has been introduced to primary sector for decades, its significance is considered limited due to the fact that only schools with more than 12 classes can be equipped with guidance room; that the majority of guidance teachers are insufficiently trained concerning professional knowledge and skills since they

normal divert from normal teaching and only trained through limited in-service work without relevant pre-service education; and because sometimes the position of guidance teacher is reckoned a channel to move upward in the educational hierarchy. These factors have caused either the limited appreciation of guidance work enjoyed in primary schools, or the limited range of guidance service provided, which eventually results in its low status in the primary sector.

6.2.1.e Institutional Features

The term ‘institutional features’ refers to the dimensions such as architecture, campus design, supportive structure¹⁰, school ethos, various services provided and so on, which define the implicit but powerful curriculum within schools. According to the feedback from the respondents, the hidden impact permeated in the campus and structures is one of the factors that can be closely related to pupil’s affective growth. As one respondent stated that ‘Of course affective education can be delivered by different taught courses or planned programmes, yet I think much of it still lies underneath the whole environment created by school staff and pupils.

According to the interviews and observations, three dimensions of institutional features were identified in the schools visited, including physical environment, supportive structure and school ethos.

Physical Environment

The first place of affect within the domain of institutional features is the physical environment. In this study, the term ‘physical environment ’ refers to the overall

¹⁰ The term ‘supportive structure’ refers to the school managerial structure, which is usually responsible for planning the school schedule, and providing support to teaching division.

environment within school which can impact on pupils physically and emotionally dimension, including the aspects of school architecture, equipment, campus design, classroom arrangements and so on. Almost all the respondents in this study agree that the school environment can make a significant contribution to pupils' affective growth, as one headteacher pointed out that:

and the design of school campus is some kind of demonstration of aesthetical education, which I would think, is very related to the cultivation of pupil's affective qualities, such as appreciation of beauty, imagination, and being inspired and moved by life etc... It is a combination of life, art and education and can produce imperceptible affects on pupils

(Interview Notes, 1-02, TTP2-0)

And some teachers also consider school campus 'an illustration of the intention of school', as a teacher explained:

other than that, I think overall, the design of campus also illustrates how school values the education offered to pupils, what approach school intends to permeate through school surroundings, how school cares for pupils through school facility, and so on

(Interview Notes, 1-03, TTC1-1)

Observations related to different practices, that have been embarked on to improve the hidden curriculum transmitted by the school surroundings. Some schools permeate the distinctive cultural features of the community into architectural design in the hope to introduce more cultural influence and deliver concerns to the community issues. The headteacher of one visited school expressed her opinion on this aspect:

the architecture in this school is based on traditional Hakka style, because this school is located in a Hakka community, a lot of population of our

students are from Hakka family...accordingly we permeated Hakka culture into the campus design, including the architecture, rooves, passageways, pillars etc...in order to introduce pupils knowledge about Hakka culture...inspire their love and concern towards the Hakka community...and cultivate pupil's mind with the beauty of campus

(Interview Notes, 1-04, TTC2-0)

Apart from the demonstration of cultural features and aesthetic education through campus buildings, most of the schools visited also tend to deliver affective education through various techniques of campus decoration. One strategy is by means of the demonstration of posters which consist of 'disciplines of daily behaviour, principles of courtesy , moral guidance, stories, pictures and many other contents that can help pupil's affective development' (Observation Notes, 1-03). These posters are usually displayed everywhere on campus in the hope of providing pupils with necessary guidelines and produce ' unconscious effect to pupil's holistic growth'. Another strategy is that some schools have made different 'functional arrangements ' to the spatial design of campus on the basis of different outlooks and orientations schools are targeted to create. Due to the fact that every school is encouraged to produce it's school-based curriculum as well as distinctive profile, almost all the schools visited have undertaken work on this aspect, different spatial designs and facility arrangements, such as' garden, library, astronomical observatory hall, gymnasium, playgrounds etc', are found in schools in order to 'assist pupil's holistic learning needs', 'offer diverse learning opportunities and environments' and 'establish distinctive school-based orientation'.

The set of the garden corner here aims at providing pupils a peaceful and multifunctional place to play, learn and grow...we hope it can be helpful to produce comfort to pupils' emotional state...it is also very related to the

implementation of life education nowadays, as pupils are given opportunities to experience the mystery of life by planting and observing the natural ecology

(Interview Notes, 2-11, P4)

Numerous examples similar to the above case are found in this study, as many school facilities and spatial arrangements are designed on the basis of the intention to assist with pupil's affective growth. Generally, it is highly valued by most of the schools that pupils are given opportunity to participate in school decoration and maintenance. Sometimes schools also deliver affective elements by improving school facilities and service in order to provide a 'safe, warm, inspiring, supportive and convenient learning environment'. A variety of facilities and services, such as sport facility, school lunch, medical care services, and transportation service etc, are found in these schools to better look after pupils, which to some extent makes school 'a more affective environment'.

Besides these developments in school campus, some significant changes are also identified at the classroom level. In recent years, a policy of cutting class size has been put into practice in most of schools, and the class size of average 30-35 pupils allows school to embark on more changes to classroom arrangements. On one hand, in some schools observed, a small space called 'study corner' is provided in every classroom where teachers and pupils cooperate to decorate and pupils feel free to read and do all kinds of activities or readings; by doing so, it is hoped that 'an old stiff and serious image of classrooms could be broken', and classroom will be 'a more enjoyable and relaxing place'. On the other hand, it is also found in this study that some schools tend to arrange classrooms on the basis of 'class clusters', by which classes of the same year are arranged to stay in the same 'big classroom' with

only few movable walls to separate classes. Pupils in the same year then share the learning space and decorate the place altogether, which in some ways offers more opportunities to ‘enhance their social and interpersonal skills’.

It is also found that although different concerns have been directed to different dimensions of physical environment in each school, they are all connected to ‘aesthetical function’ and meant to enhance the holistic development of pupils; moreover, the process of development or decoration of the campus also involves a great deal of pupils’ participation.

Supportive Structure

The term ‘supportive structure’ refers to the whole school structure under which all sectors cooperate to enhance the quality of education as well as pupil’s holistic development. In Taiwan, the structure consisting of the hierarchy of headteacher, managerial-teaching dual system, voluntary help, and pupils represents the supportive structure to promote the conduct of affective education in the primary sector. In this structure, the managerial-teaching dual system is the main division which deals with the majority of teaching and school affairs. The term dual system refers to the co-existing managerial division and teaching division, those involved in both divisions are mainly teachers, which respectively cover different responsibilities yet are closely related to each other in terms of daily schooling.

The managerial division is composed of four sectors, namely Discipline office, dean’s office, general affair office, and guidance room, all of which are in charge of establishing the overall plans and arranging curriculum timetable as well as extra-curricula activities. Normally the heads of the sectors, or even the staff also have teaching responsibilities at the same time. Amongst these sectors, the responsibility

for the guidance room is directly connected to the promotion of affective education, including conducting remedial guidance work and guidance activity session, as well as organising various cross- and extra-curricula activities, such as life education, or sex education. The full cooperation of guidance room staff and teachers appear an effective way to promote the overall quality of affective education, however, in the course of the research, it was found that conflicts and tensions existed between the two which not only affected the conduct of affective education, but also the overall efficacy of school education. This issue will be discussed further in a later chapter.

Apart from the managerial and teaching dual system, it was found that all schools visited had well-organised system of volunteers which also assisted in the delivery of affective education. Parents and community members are the key constituents of the system, and very often, they are organised by the arrangement of guidance room assisting with a full range of school affairs, such as the running of the managerial offices, school activities, lunch break and school opening and close hours.

School Ethos

Throughout the observations and interviews, it was found that the emphasis of ‘holistic development’ and ‘pupil-centredness’ is very pronounced in the primary sector. Almost all the policy making, curriculum designing, and school practice are constructed on the basis of these two concepts. According to the respondents, by ‘holistic development’, it aims to enhance pupil’s personal, social, emotional, physical and moral development, and equip them with basic knowledge, skills and attitudes that are essential for them to cope with future life; whilst ‘pupil-centredness’ stresses that the implementation of primary education should take full account of pupils’ individual needs, interest, coupled with their specific physical and socio-

emotional developments; moreover, every pupil should be given an equal opportunity to access education. In order to achieve these goals, all the schools visited had embarked on building up their own distinctive features as well as school cultures; and the following are the concepts found permeating in all of them:

Diversification: by ‘diversification’, it refers to the diversification of management in school level, the diversification of teaching skills of teachers, and diversification of developments of pupils. In order to enhance the all round development as well as respect the individuality of pupils, it is emphasised by all respondents that schools should create their own distinctive features; teachers ought to improve their teaching skills, adopt various methods and design interesting and diversified curriculum to enhance pupils’ learning motivation. Apart from that, pupils’ various and individual development should be respected, supported and assisted by all means. Although the concept of ‘diversification’ demonstrated at three levels focus on different aspects of schooling, they are all meant to produce an innovative, creative and diverse culture aimed at inspiring pupils and developing pupils’ various potentials within schools.

Cooperative and learning organisation: the significance of building up a cooperative team as well as learning organisation involving managerial staff, teachers, parents, community and pupils was emphasised in all observed schools. It is considered crucial to have full participation of all these members during the educational process, and a special emphasis was placed on parents’ involvement, since it was believed that the degree of parent’s concern and involvement in children’s education varies, some parents can be very cooperative and supportive, yet some can also be uncooperative and indifferent, as a teacher stated, as a result of that, the encouragement of parental participation has been one of the crucial things schools

embark on.

By ‘full participation’, it was meant that all the members should not only cooperate with everyday schooling, but also try to improve their knowledge by learning with pupils, so that they will be able to improve their own competence as well as know better what pupils really need. For example, in all the observed schools, managerial staff and teachers are encouraged to take various in-service training courses; as for parents and community members, there are also various courses arranged for these adults to broaden their relevant understanding of education, namely ‘parents’ school’. By taking these courses or training, a learning and cooperative culture then is expected to be built up, and accordingly schools turn out to be a ‘learning organisation’ for everyone instead of pupils alone.

Caring and harmonious atmosphere: a caring and harmonious atmosphere is reckoned as the basic, powerful and essential element to assist the holistic development of pupils. To improve the positive atmosphere within schools, it is emphasised that the harmonious state of teacher-pupil relationship, supportive environment and services, considerate staff and appropriate curriculum should be provided, which will produce a sound and unconscious impact on pupil’s growth holistically.

6.2.1.f Summary

Much of the discussions presented above were collected from the observations or extracted from researcher’s statements. They represent parts of teacher’s daily work and schooling related to the delivery of affective education in primary education. Generally all respondents recognise that affective elements are able to be identified

in all aspects of school education, and can be integrated into various types of explicit and implicit curricula and activities, furthermore it appears that most of the respondents hold positive views towards how these affective endeavours could affect and enhance pupil's holistic development. Due to the comparative nature of this study, in the second part of this chapter, the data collected from the empirical research in China will be presented, by which whether affective education is delivered in the same approach, or whether there exists any significant difference of the content of affective education in the context of China, will be examined and identified.

6.2.2 Affective Education in China

Apart from standing for different political and economical systems, one of the major differences found between the situation in Taiwan and China is the degree of difference between different areas. The socio-economic differences between regions is far greater in China than in Taiwan, and this situation also applies to the field of education. As has already been indicated that the sample schools were located in more developed areas, yet, in the writer's view these schools provided a model of how affective education can be translated into current primary education, which will be presented in the following section.

6.2.2.a Affective Education in the Official Discourse

A number of writers claim that before the 1980's, the significance of school education in assisting the affective growth of individual pupil was not given much attention, it was the policy of 'the sooner the eligible workforce is produced, the better' that dominated the educational scene owing to the historical background and national advancement at that time (Zhu, 2001).

In 1982, just when the public knowledge about the significance of catering for the well-rounded development of pupils was beginning to increase, the Chinese government introduced a constitution for the first time, within which it is stated that the nation is responsible for catering for the holistic development of pupils (National Congress for PROC, 1982/12/4). The constitutional law demonstrated the official concern for the personal, social and moral growth of pupils, and in 1986, this concern was further recognised with the issuing of the 'Law for Compulsory Education' (National Congress for PROC, 1986/04/12). It was stated that the undertaking of compulsory education from primary to junior high levels aimed at assisting pupils with holistic development in terms of moral, intellectual and physical aspects, and furthermore, turning these pupils into citizens with qualities of ideals, morality, sense of humanity and discipline (National Congress for PROC, 1986/04/12). These two enactments embody the ultimate goals, and obligations that school should take into account; yet, there is no detailed description offered about how these goals and obligations should be translated into every day practice of school education; therefore, in 1995, the 'Law of Education of PROC' was issued with more detailed guidance for schools to follow. In this law, the goal to equip pupils with holistic development is also re-emphasised; and compared with the prior acts, a more detailed and wider range of principles, from macro structural issues to teacher's responsibility, were specified in order to provide clearer instructions to schools about how to care for pupil's all-round welfare (National Congress for PROC, 1995). Apart from this, during these years, alongside the proposition and implementation of quality education, many official statements, acts and policies came out, which, continued to stress the significance of affective education at both the official and unofficial levels. These laws, statements, acts and policies are the

guidelines that schools follow in the development of the area, and in almost all the schools visited and head teachers interviewed expressed their educational goals, which are similar to each other and echoing the spirit of the official statements:

The ultimate goal of the school is aimed at offering holistic education to pupils in order to enhance their all round development; additionally, school should endeavour in various researches and innovations to promote the efficiency of education, in order to better care for pupils' all round welfare

(Interview Notes, 1-08, CNK2-0)

Similar to the observation in Taiwan, there also appears 'five dimensions' underpinning the range of 'holistic development' in primary education, including the cultivation of virtues, intelligence, physical health, sense of aesthetics and physical labour. Furthermore, it was also found that some concepts of communist ideology also constitute part of the primary education, since in some schools visited it was emphasised by the school heads that the one of the ultimate goals of primary education was to cultivate pupils with '5 loves' derived from the communist official statement, including the love to the nation, people, communist activity, science and public property.

Though given much emphasis on pupils' holistic development, it was also found that how much practical support as well as impact these policy and acts could bring on teacher's day to day teaching responsibility is questionable, since the procedure through which the policy and acts are made and announced is problematic in nature. Unlike those in Taiwan, most of the policy released in China are usually extracted from the central government's, the Party's or politician's statement or speech scripts, without being given detailed explanation of how these changes are suggested to be enacted at the practical level or what support and assistance schools and teachers

could be offered in response to these official changes. Whether such situation will influence the efficacy of the delivery of affective education, will be discussed in the next chapter.

6.2.2.b Developmental and preventive curricula:

Similar to what is happening in Taiwan, it is also found that in China, the concern for pupil's affective development in the primary curriculum are mainly delivered through distinctive curriculum or interdisciplinary approaches.

Distinctive Curriculum

As mentioned in the previous chapter, in the recent educational reform in China, the subject of 'mental health education' was introduced to the primary sector, which aims at dealing with the deterioration of young people's emotions, and considered closely related to the care for pupil's affective domain. Several approaches have been identified to deliver mental health education, one of which is through a taught subject. So far this subject as a taught course has not been widely carried out in primary schools, and only one example of how this subject was conveyed as a taught course, was observed in one school:

the topic for the session today is about the stress pupils might feel towards their school work...The teacher starts by inviting pupils to share the experiences about whether or not they ever feel stressed about study at school or at home, then moves on to a discussion about how they usually deal with the stress from study, and finally ends up with giving some suggestion of what they can do when facing stressful situation

(Observation Note, 1-12-1)

According to the teacher who gave the mental health education session, the history

of the introduction of this subject in this school has not been long, on one hand, the subject is mainly conducted on an irregular basis which mostly happens during the class assembly session; on the other hand, there has not been any specialised guidance teacher assigned to conduct the session, and thus the class teacher is expected to take the responsibility to run this subject; however, it is also pointed out by this teacher that ‘it also appears that some schools run this session using external practitioners or specialised guidance teachers’.

Concerning which contents are planned to be delivered, the teacher points out that ‘ a wide range of topics are involved in this session, mainly issues related to study, emotions, personality, relationships or critical issues concerning their physical and emotional changes during puberty’, and the main purpose of this subject is to ‘enhance pupil’s knowledge about their own emotions as well as improve their self-esteem’.

However, this teacher also acknowledges that there appears a ‘potential danger’ in delivering mental health education as a taught subject in that ‘some teachers in this school tend to take it as a cognitive subject and eventually the whole session turns out to be a session of conveying doctrines’. Another problem with this subject is regional discrepancies. Although the subject has been introduced in primary sector for sometime, its operation still seems unusual and there appear to be great regional differences. Most sample teachers from metropolitan areas either have clearer perceptions towards mental health education or have practical experiences to conduct it. Yet teachers from normal urban areas seem less clear about mental health education and no schools visited in these areas were found to have the relevant experience to undertake this subject. A teacher in the urban school explained the

situation:

I know this subject has been introduced for a while...very few schools have started to undertake this subject in this city...because local educational authority here does not take it as the priority of the reform...teachers here either do not really know about it or do not feel interested in this topic due to the heavy workload

(Interview Notes, 2-15, CBJ2-1)

Generally it was found that respondents have rather limited knowledge about mental health education and its operation in primary schools, and thus the significance of this subject is often neglected, not to mention the evaluation of the efficacy of these attempts. And it was found through the observation process that pupils are not aware of the special status and significance this subject should have, and 'tend to take it as a normal subject course'. However, some teachers recognise how this subject could help pupil's affective growth:

I think the subject is necessary for pupils, as they are in early puberty and dealing with drastic physical, emotional and social changes, it is good to have this subject to deal with and provide relevant knowledge of these issues...and I believe that more and more teachers and parents will realise it

(Interview Notes, 1-09, CWH1-1)

Cross-curricular Theme

While mental health education has been introduced as a formal taught course in the primary sector and can represent the subject which particularly fosters pupils' affective dimension, a great deal of emphasise was given by respondents concerning how affective education is also delivered through all subject teaching. As one teacher points out that:

From my point of view, affective elements are permeated in every subject...since affective education covers a wide range of concepts and it is just not possible to nurture pupil's affective dimension through single subject or programme...I believe that it should be better achieved through the combination of the specific contribution each subject can make to pupil's affective growth

(Interview Notes, 1-08, CNK2-1)

Some subjects, such as mandarin lesson, art lesson, integrated activity lesson, and ethics and society lesson, are considered more related to the cultivation of pupil's affective qualities by sample teachers.

The topic of this mandarin lesson is to appreciate a Chinese poem...the teacher started with reciting the poem with a background music related to the meaning of this poem...he then moved to explaining the meaning of the poem...he invited some pupils to interpret and recite the poem in any way they like to the whole class, asked them to imagine how it would be if the story of the poem comes true in reality, and then encouraged pupils to express their opinions and feelings towards the poem...the whole session ended after pupils were given a chance to act the poem story and a short discussion was conducted

(Observation Notes, 1-08-2)

According to the Mandarin teacher, this subject is aimed at leading pupils to appreciate the beauty of words and literature, enhancing their imagination and creativity, helping them express their opinions and feelings appropriately, and ultimately, cultivating pupils with 'moral and aesthetic affection'. Apart from that, different strategies, such as encouragement, role-play, group discussion, great amount of teacher-pupil interaction and so on, were also demonstrated during the lesson. Similar examples are seen in an 'ethics and society' lesson where teacher

started with raising some issues about moral dilemma in real life, conducted group discussion and ended up with the adoption of value clarification. The teacher explains the contribution that ‘ethics and society’ lesson can make to pupil’s affective dimension:

there is an indivisible relation between moral and affective dimensions; ... through the adoption of various cases of moral issues and appropriate teaching strategies, it is hoped to equip pupils with the skills of critical thinking, enhance their knowledge towards moral issues, improve pupils’ moral behaviour, and ultimately, cultivate pupils with moral affection to love the nation and people

(Interview Notes, 1-07, CNK1-2)

Another lesson, ‘integrated activity’, which is involved with a wide range of topics related to personal, social, communal and societal issues, is also reckoned helpful to pupils’ affective growth by offering pupils more chances to build a closer connection with the society, do critical thinking and equip pupils with sufficient knowledge to deal with real life issues.

According to some respondents, subjects such as math or science are considered less related to the delivery of affective education. However, a math teacher had a different point of view on the above statement:

from my point of view, it is all about how teachers deliver the subject. With appropriate teaching strategies, math lesson can also be affective...I often try to produce affective-related examples when I teach calculation in the hope that pupils’ affective dimension can more or less be nurtured in an unconscious way...additionally, I think the learning experience of all the subjects is related to pupil’s feelings, imagination, curiosity, motivation, self-confidence, and many other affective qualities, thus all of them are linked with the formation of pupil’s affective dimension, including math

(Interview Notes, 1-11, CBJ1-3)

Another teacher also makes a statement on the same lines, pointing out that through appropriate strategies affective education is able to be permeated into all subjects, including math or computer science, yet, when he gives an example of how affective elements are integrated into subject teaching, the term ‘moral affection’ and ‘patriotism’ appear, and it seems that the affective and moral dimensions are equal to each other here.

affective elements can be seen in the materials of all subjects...for example, in the textbooks of society course, we can see the concept of patriotic education in most of the lessons to show pupils the good of socialism, communism and some distinctive political figures of the nation

(Interview Notes, 1-10, CWH2-1)

In her words, it appears that ‘patriotic education’, ‘socialism’ and ‘communism’ etc., emerge to represent a significant part of affective education in the curriculum. To sum up, although on the whole, it is acknowledged by the respondents that affective education can be presented in all subjects in various forms; it is also found that there exists a close connection between affective and moral or nationalistic dimensions.

Extra-curricular Activity

Besides taught course, affective education is also translated in the various activities which occur in schools to a significant extent.

Regular activity:

One major change appeared in quality education reform is the required diversification of school curriculum. In order to develop the distinctive features of

schools as well as offer wider range of learning opportunities to pupils, it is found in China that each primary school would embark on developing specific school-based curriculum which is normally demonstrated by means of cross-curricular activities and covers a wide range of topics. Basically these activities and courses are organised under two categories, compulsory and optional courses. Usually the compulsory courses of the school-based curriculum are designed on the basis of the social or cultural contexts, or in order to represent the distinctiveness of the city where the school is located. For example, one of the schools visited choose the activity of 'pottery' as its compulsory school-based curriculum due to the fact that the place where it is located is well-known for the ceramics industry. As a result of that, 'pottery' is the compulsory activity that every pupil in this school has to learn, as the headteacher explains how the activity is conducted:

In order to provide pupils a better access to do pottery, we set a kiln on campus and every pupil comes once a week to learn pottery...What we wish this activity to be is not about how good pupils can make pottery, of course we have many excellent pupils who earn so many awards in art competition which is good, but I think what matters is that pupils enjoy the process of making pottery, and learn better about the good of their hometown, and ultimately a love towards the hometown and nation could be nurtured and formed in pupils

(Interview Notes, 1-07, CNK1-0)

A similar example is also found in another school which selects calligraphy as a compulsory school-based course. The activity is chosen because of the historical background of the city and by the same token, it is expected to assist pupil's affective growth by the aesthetical impacts calligraphy produces, as well as its affective connection with the nation.

Apart from the specific compulsory courses each school develops, optional courses which also provide pupils with opportunities to explore their interests as well as cultivate their affective dimensions. A variety of topics, such as art, music, physical education, computer, chess, dancing, and many others, are involved and conducted as taught courses in a fixed hour on a whole school basis. Pupils are free to attend whichever topic they are interested in with classmates from other classes in all years; by doing so, it is hoped that individual pupil's interests can be fully respected and taken care of, and pupils would have more opportunities to improve interpersonal skills by getting along with mix-aged classmates. It is also found that in some schools, the conduct of optional courses are extended as student clubs, called 'interest teams', running mainly after school hours.

Generally these school-based curricula have been given positive feedback since most teachers interviewed reckoned the effects these courses and activities might bring to pupil's affective growth, and moreover, pupils were also observed enjoying the sessions, and many of them indicated that 'attending these optional courses and interest teams' was what they like most about their schools.

Programmed Activity

Similar to what happens in primary schools in Taiwan, it is very often the case that the holidays or special events in China would be included as teaching materials in the classroom. Various forms of activities, including lectures, competitions, exhibitions, parade performance, visits and many others, are scheduled in advance in order to celebrate these events or assist subject teaching. An example was given by a school head about how they coordinate daily subject and programmed activity:

On Children's Day, we held a celebration activity by inviting children and their parents or even grandparents to perform together in the way of singing, dancing, giving Chinese comic dialogue, or acting...the purpose of this activity was meant to improve parent-children relationship as well as family atmosphere. This is also one of the focuses we need to work on when we introduce mental health education in primary schools, since we believe that positive family dynamics is the foundation for the creation of healthy mental growth of pupils

(Interview Notes, 1-09, CWH1-0)

As seen in the above example, these cross-curricula activities are given as much affective responsibility to pupils, parents, community etc as other curricula are; yet it is worth noting that some of them are derived from communist culture, and conducted for purpose of delivering nationalistic or communist ideologies to some extent, the activity called 'young military school' which is also performed as a popular activity in primary schools, gives an example to the above statement:

During every summer vacation we organise a camp called "young military school" where pupils in year five and six are free to participate. The camp activity is undertaken in the way that pupils are given chances to live like soldiers for several weeks and required to do all the necessary training programmes, including physical, technical, emotional, ideological aspects that real soldiers should do, and these sessions are coached by real soldiers invited by us...Soldiers are always the best and respectful role model who love and guard this nation, we hope our children can assimilate these noble thoughts and follow the deeds they learn in this camp

(Interview Notes, 1-09, CWH1-0)

Here in the example of 'young military school', a close connection between affective and moral domains in a nationalistic orientation is revealed. According to the teachers and pupils interviewed, both groups find this activity enjoyable and

rewarding in many aspects. Teachers point out that this activity does show pupil more essential life skills, social skills, discipline, moral values and the sense of responsibility for the nation, and pupils are given chance to enlarge their life experience; while pupils also think its 'difficult but fun' and that they learn about the sacrifices soldiers have to make.

Other Activity:

Some school-based organisations are found related to nurture pupil's affective dimensions. In all the observed schools, 'young pioneer' is the organisation that is derived from communist tradition and running in every primary school. All pupils in school are the members of this organisation, and every week different pupils in every class are selected to put on a 'red neckerchief', which is reckoned as 'a symbol of honor', and they undertake their duties as 'the representative of young pioneer of the nation' .

Pupils with the red neckerchief need to help class teachers to deal with class issues during the week. The conduct of 'young pioneer' is on a class basis, since every week, one fixed session called 'young pioneer class assembly' is arranged and a variety of issues such as societal affairs, life style, interpersonal issues and many others are discussed in an attempt to provide pupils simulated situations of future life and prepare them to deal with it.

6.2.2.c Affective Teaching Attitudes and Skills:

One of the distinctive characteristics that is highly valued in quality education is the improvement of teacher's holistic quality as well as the improvement of teaching skills. This emphasis, according to teachers' opinions in this study, is considered

crucial to pupil's affective education. As one teacher states:

Because now almost all pupils are from single-child families, they receive too much love and tolerance from their family and some of them do not develop well emotionally, personally or socially...as a result of that, teachers are the most important agent to help children develop appropriate emotional, personal, social and many other qualities...and accordingly, whether or not teachers own affective qualities, treat pupils with affective attitudes, and can be affective role model to pupils, are the crucial issues

(Interview Notes, 1-08, CNK2-1)

Until recently, it was often the case that the supply of teachers was based on an inheritance system, by which if parents were teachers, their children could then take over the teaching positions after their parent's retirement without any required qualifications. The situation resulted in generally unsatisfactory teaching quality. To deal with this problem, most schools have started to work on different in-service training opportunities, programmes or experiments to enhance teacher's overall quality, mainly focusing on attitudes and skills. A headteacher stated her views on how significant these two aspects could be for education:

children come to school to absorb whatever teachers deliver, in this case teachers are the facilitators who ought to have the affective attitudes and skills to get along with children, deal with their problems and deliver curriculum... Children need an affective role model to learn from and care for them

(Interview Notes, 1-12, CBJ2-0)

To be an affective teacher, most respondents indicate that teachers ought to be able to 'respect and care for the individuality of pupils, and show quality of understanding, openness, patience and flexibility'.

Some respondents consider it necessary that every teacher should keep ‘healthy mental condition and the capability to deal with emotions, whether it is the emotion of teachers, pupils or the whole class’. Additionally, it is also pointed out that ‘the motivation that teachers possess to improve their own professional knowledge and skills’ is also part of ‘affective attitudes’, as it is one of the key elements to ensure the quality of education. In line with this idea, apart from attitudinal dimension, teaching strategies and skills, which are reckoned essential for pupil’s affective development, are also emphasised by the respondents. It is particularly stressed that teachers must enhance the capability to ‘build up positive in-class relationships, manage the dynamics of the whole class, and innovate teaching skills’, in order to create an affective learning environment. It was found that in most schools visited, there is a session called ‘teaching method research group’ conducted once a week when both subject teachers and year teachers work in different groups and research on various teaching-related issues. Other than that, a great deal of techniques, such as role-play, encouragement, group discussion, activity etc, have been frequently observed being used in the classrooms and it is claimed by respondents that ‘these strategies have produced a positive learning result since pupils are more motivated and enjoy learning more, teaching process becomes more interactive, and pupil’s individuality would be better taken care of.’

Although such great emphasis on affective attitudes and skills originated from the scrutiny of the quality of classroom teaching, it does not just remain significant for class and subject teachers who are considered more related to various classroom behaviours; both head teachers and heads of all managerial offices are expected to act upon these ideas to run school business in order to promote the affective culture within schools. As a headteacher explains how these two issues are concerned from

a managerial point-of-view:

The formation of an affective school is not only the responsibility of teachers, it is also very much related to the leadership of head teachers in terms of how teachers are given autonomy to teach, the vision of the head teachers, and the interaction relationship between head teachers and all the members within the schools...Whether the head teacher is affective enough to respect, motivate, encourage, communicate, and empower teachers also matters to the development of affective education in schools

(Interview Notes, 1-08, CNK2-0)

Interviews in all the schools revealed a consensus recognition in these issues that a sense of ‘respect’, ‘autonomy’, ‘understanding’ and many other affective qualities need to be conveyed to pupils from teachers through the learning situations, and this also applies to teachers and headteachers. And the interview data from pupils concerning the perceptions they have towards teachers also demonstrates a good result of various ongoing reforms focused on teacher’s attitudes and skills, as some of them consider their teachers ‘the favourable factor within the school’ and describe their teachers as ‘caring’ and ‘patient’.

However, some teachers also acknowledged that their general status in the teacher-pupil relationships in primary education is relatively ‘authoritative and dominant’, which calls for all teachers’ caution and review throughout the teaching process.

6.2.2.d Reactive casework:

Apart from undertaking mental health education as a taught course at primary level, some other strategies are also adopted to cater for pupil’s mental health and holistic development. As discussed previously that mental health education has been announced as a significant part of the educational reform, and schools are

encouraged to develop their own approach to care for pupil's mental health; however, due to the reasons that 'the significant status of mental health education is not really recognised in primary schools' and that 'there is no sufficient resources, such as personnel, curriculum, policy or training, to be offered to improve the conduct of mental health education', it seems that class teachers are expected to take the responsibility to care for pupil's mental health and furthermore, offer counselling service. As one teacher explained:

we have not started to run mental health education as a taught course yet, ...the job of looking after children's mental growth as well as offering guidance service mainly falls to us, the class teachers...because we know these kids more than any other teachers do; when pupils encounter problems, we know better how to deal with them

(Interview Notes, 1-10, CWH2-3)

Basically class teachers have to arrange at least one tutorial session for each pupil every year in order to examine if pupils are in need, or have problems or unmet needs. Sometimes subject teachers also share the responsibility, yet the main guidance work is still seen as part of class teacher's duty.

Besides the guidance service provided by every class teacher, some supplementary facilities and services, which function to look after pupil's mental health, are found in some schools, such as little mailbox that allows pupils to write to the schools concerning their suggestions, problems or needs; or a hotline service with which pupils can phone for help or advice.

we don't have any guidance room...we have got this mailbox with which pupils are encouraged to write anything to the school ... many of pupils write to us when they encounter problems or even when they feel like

presenting their work ...and yes, many pupils do enjoy sending letters to us

(Interview Notes, 1-11, CBJ1-0)

One interviewed headteacher explains how the school implements mental health education by mailbox service and claims that it produces a positive affect on pupil's mental health. Yet, it is argued here that although the government claims that each school should be facilitated with guidance room as well as one or two guidance teachers, none of these urban schools visited has met this requirement during the observation. And thus when this teacher was asked about how school would deal with the pupils who write to the mailbox for help, she pointed out that 'usually either these pupils would be referred back to their class teachers if possible, or some staff members, who is not specialised in counselling or mental health, would be assigned to offer help'. It appears that most of the primary schools in China, whether they are equipped with a guidance room or not, are suffering from the insufficiency of guidance professionals with adequate qualifications. One teacher gave an explanation of this issue:

Before we started to teach course of mental health education, we used to have a guidance room with a staff member who was assigned to assist pupils with problems. During that period of time, sometimes few pupils who had interpersonal or academic problems went to her for a talk, and these pupils seemed happy with that because they got comfort, and class teachers of these pupils were not against it since it is just difficult for class teachers to take equal care of all the pupils in the class ...but she was not a guidance specialist, not even a teacher, before she went to the guidance room, she was, I remember, an administrative staff ...she told me that sometimes she found difficulties to deal with pupils' problems and thus very often she would ask the class teachers to cooperate ...the guidance office did not last long in our school, a while ago it just vanished, but we

did not ask why ...since every teacher here has heavy workload, we can not afford to deal with “other business” and thus nobody is really concerned about it

(Interview Notes, 2-15, CBJ2-1)

She then continued:

I think the LEAs plays a crucial role in introducing mental health education in primary schools-whether it is operated as a taught course or through guidance service. About 2 years ago, the LEA in this city started to introduce mental health education in all levels of schools, that was the time when our school set a guidance room, however due to the fact that mental health education was not the priority of educational reform, as well as that schools and teachers were busy handling curriculum reform and quality education, it was just inevitable that the implementation of mental health education was not given much attention...and also, there is not much relevant training, information or clear guidelines launched, and although we might have heard of this subject, we are not really clear about what it is about and how to put it into practice in schools, some teachers even consider it as part of moral education

(Interview Notes, 2-15, CBJ2-1)

The statements above indicate not only the shortage of qualified people to offer guidance service, but also the neglect status mental health education is given from LEAs to school teachers, due to the reasons of over workload and unclear guidelines and policy. Unfortunately, as a result of that, pupils seem also have very limited knowledge about these ‘mental health services and facilities in the schools’; some pupils know the existence of the mailbox but not its function, some do not know about the hotline service or contact number; some point out that they sometimes feel the need to be catered for emotionally, yet they still prefer to go to class or subject teachers for help even if there is a guidance teacher in school.

On the whole, it is found that the necessity to concern for pupil's mental health is recognised amongst the respondents, yet its operation in primary schools appears great difficulties concerning 'low status it is given, regional discrepancies , insufficient guidelines and resources, and the perceptions people hold towards it' .

6.2.2.e Institutional Features:

Similar to what is seen in Taiwan, the institutional features which are related to the delivery of affective education in the primary schools can be examined and discussed in terms of three aspects:

Physical Environment

Observations in schools show evidence that physical environment is given a great responsibility to cultivate pupil's affective dimension in the primary schools in China. Due to the fact that the sample is confined to urban schools in this study, what is found is that with comparatively better resources available, all primary schools visited are very concerned with how learning environment can produce unconscious effects on pupil's holistic development, and have worked on the construction and are still bettering the 'pleasantness' and 'supportiveness' of the campus in terms of the decoration of the surroundings, facilities and services provided.

it is believed that the influence of the arrangement of school campus can "prettify" pupil's heart and can be powerful...and it is our goal to create a campus that is visually and emotionally comfortable, convenient. warm and also able to represent the essence of our country to pupils

(Interview Notes, 1-09, CWH1-0)

The above statement depicts the landscape in almost every campus visited in this study. Most schools visited are found well decorated and furnished, yet none of their architecture or decoration is found constructed on the basis of cultural or regional distinctive features as found in Taiwan. One characteristic of campus decoration is the display of ideology, which is presented in two aspects. The first aspect is through the ‘poster culture’ similar to what is seen in Taiwan, that posters with slogans can be seen everywhere in every campus. The content of these posters are composed of school mottos, moral maxims, regulations of daily life, and slogans of nationalistic ideologies. The other aspect is through certain artistic decorations, such as statues or drawings, which are designed after certain ideological symbols or figures. It is likely that although the respondents reckon the function that campus is targeted to cultivate pupil’s affective growth, there still exists an ideological ‘mission’ that campus has to stand for, as some head teachers do indicate that these artistic symbols are the ‘ideological prop of the schools’.

The other characteristic found in the primary schools in China is the facilities and services provided to pupils. It was surprising to find the advanced facilities all schools visited are equipped with, as well as various services provided in an attempt to fulfill different developmental needs of pupils, including computer rooms, audio-visual rooms, art and music classrooms, gardens, playgrounds, school lunch, break snacks, boarding service and so on, which are to a great extent set in coordination with the school-based curriculum. Although the equipment of these advanced facilities might be the result of the high standard of requirement demanded by the government, some facilities and services, which are connected to pupils’ welfare and were not seen in all schools, are observed:

we offer snacks to pupils during 10am break everyday, due to the consideration that pupils are growing fast and need a lot of energy, it is necessary to provide enough nutrition through light snack such as milk or soya bean milk

(Interview Notes, 1-9, CWH1-0)

Examples like this demonstrate the efforts schools make to take care of pupil's holistic development. In general, regardless of the fact that, as already mentioned, some aspects of physical environment are found closely connected to nationalistic ideology, all the campuses visited seem to contribute to the production of a positive atmosphere within schools, since many pupils find their campus, facilities and services 'pleasant and enjoyable', and some point out that the physical environment is 'one of their most favourites things about the school'.

Supportive Structure

In China, the supportive structure consists of the hierarchy of headteacher; Party secretary (or deputy head) and other Party divisions; managerial division, including dean's office, general affairs office, moral education office, and educational research office; and teachers. Except for the Party secretary, other Party sectors and moral education office, the majority of the structure in China is similar to that in Taiwan, yet the function and the dynamics between all the sectors is different. Owing to the communist culture, the staff of the managerial division, unlike that in Taiwan, are mainly assigned by the LEAs and out of the control of the schoolhead. As a result of that, the relationship between the managerial division and teachers is not as close and interdependent as that in Taiwan, and the affective responsibility is mainly regarded the class teacher's job.

School Ethos

Very similar to what is valued in Taiwan, data from interviews shows that the major ideas that lead the educational scene in the primary section in China are the pursuit of ‘pupil’s holistic development’ and ‘pupil-centred’ philosophy, which echo the recent reform by highlighting the importance of assisting the all-round development of pupils. These philosophies emerge as unifying ideas in all interviewed schools and are mainly expressed through three concepts:

Harmonious surroundings: throughout the observations and interviews, the concept of creating ‘harmonious surroundings’ was stressed and valued highly cater for pupils’ all-round welfare. In relation to this, it was widely commented that a harmonious relationship between teachers and pupils, a harmonious curriculum and teaching methods which are creative, inspiring and can meet pupil’s various needs, and a harmonious class atmosphere, should be achieved.

Coordination: the sense of coordination is also widely promoted in the primary sector, which illustrates the network built up amongst schools, parents, community and external resources; the employment of team work amongst teachers concerning curricula matters; and the application of group work in the classroom sessions. Very similar to the emphasis in Taiwan, parental involvement is also highlighted in the schools visited, and recently most of the schools visited have started work on parental education by offering a series of programmes, ‘parents school’, in an attempt to improve parents’ knowledge and understanding of primary education as well as enhance the overall cooperation between parents and schools.

Creativity: the term ‘creativity’ refers to the concept that encourages innovation as well as the cultivation of creativity in the whole educational settings. On one hand, it

appears as a national campaign that almost every school visited is involved in developing a school-based curriculum, teaching methods and various new initiatives in order to improve pupil's learning motivation and results. On the other hand, creativity is also considered a central quality to be cultivated throughout the educational process. It is stressed that such quality is crucial not only for pupils to deal with future life, but also for teachers to enhance teaching quality.

Autonomy: although the term 'autonomy' rarely appeared directly from the respondents, the concept is demonstrated at all levels of primary education ranging from schools to pupils. At the school level, all primary schools are empowered to innovate their own distinctive school-based curriculum; as for teachers, more room is allowed for them to explore different teaching methods and curriculum; whereas pupils are encouraged to develop their interests and individual potential by taking different optional courses.

Apart from these central concepts that underpin the philosophy of holistic development and pupil-centredness, it is also found in some, not all, schools that primary education is given moral and nationalistic functions. In such cases, the aim to educate pupils as moral figures or in the pursuit of national advancement were also mentioned as the philosophies that schools stand for. However, although it has to be acknowledged that the symbols that represents communist cultures and nationalistic ideologies are widely demonstrated in school decorations, curricula contents or remarks from some respondents, it was observed that the majority of teachers were more concerned about the well-round development of pupils instead of the inheritance of ideologies.

6.3 A General Discussion

The evidence presented in this chapter demonstrated great similarities of how affective education is translated in the policy at both official and school levels, as well as various practices in daily schooling in both Taiwan and China. As discussed in the previous chapter, although affective education was also addressed in the earlier policy and curriculum, it is not until the introduction of the ongoing reforms that the affective education is given more serious attention at both policy and practice dimensions in both countries. In policy, it is the emphasis on pupil's holistic development that represents the goal of affective education, which, in practice, is attempted to be achieved through various school curricula, activities, reactive casework, affective attitudes and skills of school members, and the whole affective supportive system and environment in both countries. Furthermore, it was also found that affective education is given varying degree of connection to moral concern in policy and practice in both places; however, different focuses of moral concern appear: in Taiwan it is the day to day moral regulations which is stressed, while in China, the moral concern is more on the basis of ideology and nationalism which were identified throughout the conduct of observations and interviews in this study. This is also the most significant difference observed at this stage.

Yet, what we have to bear in mind is that much of the discussions presented above are more in terms of structural, practical, yet perceptual. It is argued that as the one who has the most frequent interaction with pupils and is given responsibilities to deliver policies, curricula, and instructions, teachers determine the quality of education (Barber, 1995). In the light of this, it is necessary to examine teacher's perceptions towards the need of affective education as well as its current scene. It is also needed to investigate how pupils feel towards all these curricula, activities and

school as a whole in order to improve the overall quality of education. Accordingly, in the next chapter, we will examine teacher's and pupil's perceptions towards affective education.

Chapter 7

7 Research Findings (II)

Teachers' and Pupils' Perceptions towards Affective Education

7.1 Introduction

In this chapter, the data of how teachers and pupils perceive affective education and various equivalent activities at primary schools will be presented. The researcher has attempted to highlight any frequently expressed ideas or themes that emerged from the data obtained from interviews and observations. Wherever possible the researcher has looked at the underlying reasons for these perceptions have been sought. These views provide evidence of where teachers' and pupils' concerns and dissatisfactions lie. It is important to explore both the positive and negative opinions teachers and pupils may have concerning the various activities, curricula and endeavours in the primary education that can be considered as equivalent to affective education, because both are likely to suggest ways in which the present forms of these activities should be restructured to promote not only pupils' pupils' personal, social and moral development, but also their own efficacy as well.

The first section of this chapter deals with the perceptions teachers and pupils have towards affective education in the context of Taiwan. It starts with teachers' opinions. The presentation of how affective education is perceived by teachers aims to explore the definition of affective education used in the Taiwanese context as well as to clarify the similarities or differences, if any, that emerge between the working

definition presented at the start and its adoption in a Taiwanese context. This is followed by the discussion of why affective education is seen as important by teachers. This is followed by a discussion of the difficulties teachers faced in delivering affective education, and the support, if any, that they received. Next comes the examination of how, if at all, affective education and the ongoing educational reform relate to each other. Then the perceptions pupils have towards their schools will be examined, and finally, any further issues revealed by the research data will be discussed. The second section of the chapter focuses on the discussion of the same issues based on the data collected in China. To conclude the chapter, there is a brief summary of the main themes that have emerged and any conclusions that maybe be drawn.

All the data presented below are based on transcriptions of the interviews I conducted with teachers, and school heads, in conjunction with the notes taken during observation in schools. The arrangement of the headings is on the basis of the interview questions, and some of the sub-categories under each heading are extracted and categorised from interview data. Similar to Chapter 6, in this chapter some statements or data might appear repeatedly in the coming two chapters in the hope of enhancing the analysis and presentation more clearly.

7.2 Taiwan

7.2.1 Teacher's Perceptions

7.2.1.a The Nature and Definition of Affective Education

Before exploring how teachers believe that a concern for pupils' affective development has been translated into primary education, it is necessary to examine

how ‘affective education’ was conceptualised and defined by the teachers interviewed for this research. Throughout the interviews, it was found that the term ‘affective education’ appeared somewhat ambiguous to the respondents. Almost all teachers gave their first reaction to ‘affective education’ by connecting it with Bloom’s ‘taxonomy’ though not necessarily remembering much about it. It appeared that teachers were familiar with the term when they first heard it, yet when asked to give a definition of it, most of them were uncertain; some teachers asked for further explanation of the term from the researcher, and a few even got it wrong and were confused with other terms such as ‘sexual desire education’ or ‘emotional education’ as these terms share similar pronunciation in Chinese. This raises the possibility that the term is not widely used in primary schools in Taiwan. Most respondents admitted that although they once had relevant knowledge about it because of the introduction of taxonomy during teacher’s education, the knowledge fades and ‘the term is hardly used’ after they left schools and entered the teaching profession. Although it is a fact that ‘affective’ together with ‘cognitive’ and ‘psychomotor’ dimensions have always been listed as goals in national curriculum guidelines as well as textbooks in the primary section, in reality when teachers are dealing with teaching matters, these guidelines seem mainly ‘rhetorical’ and the term rarely appears in their mind.

In order to assist the respondents to better understand the research question, the working definition of affective education in this study, which was discussed in the previous chapter, was provided:

By ‘affective education’, is meant the part of the educational process that is concerned with pupils’ attitudes, feelings, beliefs, emotional development and their self-esteem.

(Chapter 1, pp.2)

Generally, all respondents considered it as a legitimate definition, yet, interestingly, all of them also showed confusion with regard to the inclusion of the term ‘beliefs’ in the working definition. In the Chinese context, ‘beliefs’ is usually used in its religious connotation, and accordingly, all respondents pointed out the inappropriateness of using this term in a Taiwanese context, because for most schools, teachers and parents, religious issues appear as a controversial topic to deal with.

I think “beliefs” should be excluded from the working definition if it is to be used in Taiwan... this is simply the area teachers would not like to touch on, because the topic itself is controversial in nature

(Interview Notes, 1-01, TTP1-4)

The term ‘Beliefs’ is perceived in an unfavourable light in primary education for several reasons. Some parents with their own religions are strongly opposed to having any discussion related to other religions; while atheist parents are concerned that if not delivered carefully, the intention to widen pupils’ knowledge about religions will end up as ‘preaching’. Teachers find it difficult to include ‘religion’ in teaching because unnecessary misunderstanding of parents might occur; and consequently schools usually discourage the inclusion of religious issues in school education. Yet, it is also stressed that if ‘beliefs’ refers to ‘ideas about values relating to human life’ instead of ‘religious beliefs’, then it should be part of the coverage of affective education.

Most respondents had similar ideas when it came to defining what they thought should constitute the body of affective education. Personal and social skills as well

as emotional literacy, such as self-awareness, respect, a sense of aesthetics, emotional competence, the ability to express, perform, communicate, cooperate, tolerate, empathy, autonomy, self-understanding, and the ability to appreciate good things in life and etc., were widely mentioned by respondents. Amongst all, the personal, social, emotional and moral developments are given most concerns:

I think affective education is concerned about the enhancement of pupils' capacity to appreciate things, respect others, care for others, handle their own emotional states, and conduct their interpersonal relationship

(Interview Notes, 1-03, TTC1-2)

the essence of affective education lies in the concern to promote pupils' personal development...such as the capacity to self-understanding, self-control, self-management and solve problems...as well as interpersonal skills...such as the capacity to appreciate the advantage of others, respect each other, communicate, express, and work with others etc

(Interview Notes, 1-01, TTP1)

it is important to help pupils become moral figures by instilling in them a sense of moral values ...and by contributing to the holistic development of their characters

(Interview Notes, 1-04, TTC2-3)

In the light of these opinions, it appears that in the Taiwanese context the term 'affective education' is perceived in line with the working definition presented previously, as it is generally considered to be connected to the personal, social, emotional and moral development of pupils. However, it is also found that, owing to the increasing influence of life education in recent years, the emphases on 'spiritual development' coupled with 'the capacity to explore the philosophy of life' are also included in the coverage of affective concern of primary education. One teacher

stated :

also, I think it is crucial to assist pupils in exploring the spirituality of human beings, and understanding what life means to them...additionally this form of education would lead pupils to seriously consider the ultimate goal of their life

(Interview Notes, 1-05, TKH1-1)

Several definitions given by respondents echoed this viewpoint, and some respondents also considered the coverage of affective education and life education to overlap to a great extent. This will be discussed further in a later section.

7.2.1.b The Rationale to Deliver Affective Education in Primary Education

The Need for Affective Education at School

The need for affective education at the primary level was stressed by the respondents due to the worry that children's overall development is seriously jeopardised nowadays. Several reasons underpin such a statement. It is claimed that, due to the drastic change of the society and diversification of social values, such as international cultural impacts and political and economical uncertainty, the environment in which young people are brought up is filled with insecurity and confusion. Such an atmosphere not only changes social dynamics, but also has negatively impacted on young people's mental and physical states. The situation is deteriorating through the permeation of mass media and the internet. Being immature in personality, young children are usually unable to make sense of and interpret what surrounds them, not to mention make appropriate judgements.

Consequently, most children have no choice but to get lost in such an unhealthy life style, and become victims of their environment. Several respondents expressed these concerns:

The young generation now is confused in every way...fundamentally I think it is because the whole society and its values are full of confusion ...and children are the victims, they are just not yet ready to fight with these impacts

(Interview Notes, 1-06, TKH2-1)

A lot of children show unhealthy thoughts and behaviours imposed from the adult world, such as unhealthy views towards interpersonal relationships or sex

(Interview Notes, 1-03, TTC1-1)

The change in children's upbringing was another factor highlighted. On the one hand, the drop in birth rate has affected parents' attitude towards education, as they tend to spoil their children. On the other hand, the increasing numbers of families where both parents work, have influenced the interaction between parents and children. The time parents can spend with and educate children is decreasing, yet the time children stay with their nanny, grandparents, or are left in private cram schools after formal school hours is increasing, which allows parents less opportunity to observe as well as sort out children's emotional or behavioural inadequacy. These situations affect pupils' personal growth, social development as well as emotional maturation, as one teacher stressed:

one of my students ...is looked after by his Philippino nanny most of the time after he was born...she does everything for him...so he can not really deal with daily life issues as other children can and he lacks sufficient interpersonal skills ...actually such a situation is quite normal nowadays

(Interview Notes, 1-02, TTP2-3)

The pressure caused by school education is also claimed as a possible factor to have negatively affected pupils' development. Despite several educational reforms which have been introduced to primary education in recent years in the hope of remedying the prior over-cognitive approach and enhancing pupils' holistic development, the burden of learning achievement placed on pupils still exists and thus their affective dimension has not been given enough attention. Although the introduction of 'nine-year-joint-curriculum' reform aims at looking after pupils' holistic welfare, according to some respondents, 'it has actually produced more learning pressure and emotional burden to pupils'. One teacher stated that:

most of my students have to rush to private cram schools after normal school hours, ...and after that they have loads of homework to do

(Interview Notes, 1-02, TTP2-4)

While I was observing the class sessions, all the pupils I had informal chat with stated that most of their time was occupied by school work and cram school sessions, and seemed upset with their overload of homework and the learning pressure placed on their shoulders.

The heavy learning pressure pupils encounter in primary education, however, is not the only factor that has influenced pupils' affective development; the increasingly heavy workload for primary school teachers resulting from the reform has also aggravated the neglect of pupils' affective dimension. Owing to that teachers have to devote most of their work hours to deal with the new curriculum, most respondents acknowledged that they cannot afford to find sufficient time for pupils' tutorials, and that they might have paid less attention to pupils' affective needs than before.

According to one teacher:

Although such situation does not directly result in the degeneration of pupil's affective growth...when something went wrong with these children, it may mean that we (teachers) did not fulfil our responsibility well enough

(Interview Notes, 2-04, TKH2-4)

Whether it has resulted from society, family, school curriculum or teachers who neglect pupils' all round welfare, it all implies that pupils' affective dimension is not being well catered for as expected. Even though teachers generally recognised the need to pay more attention to cater for pupils' affective welfare, and as presented in Chapter 6, a numbers of attempts have been undertaken through all aspects of daily schooling, most teachers did not consider these works sufficient to look after pupil's affective needs. The major reason that underpins such a statement is the increasing deterioration of pupil's affective development, which will be explored in the following discussion.

What are Teacher's Feelings about the Current Affective Development of Pupils?

According to the previous discussion, pupils' holistic development has been jeopardised as a result of the degeneration of social values, change of the dynamics of family and pressure from schoolwork. Throughout the interviews conducted, it was widely acknowledged by the respondents that the overall development of young people's personal, social, emotional and moral dispositions has been rapidly deteriorating recently. Such is the case especially in terms of children's emotional growth, as all the respondents pointed out that the fragility of emotions has been one of the major problems manifested in children's behaviour.

Most pupils are spoiled by their family...and tend to be more mentally

fragile and less able to deal with their own emotions, stress and frustration

(Interview Notes, 1-02, TTP2-1)

It has been pointed out that pupils with insufficient mental development are more capricious, moody and easily overwhelmed by emotional breakdown or by the frustration they encounter. These pupils tend to lack self-discipline, stability, security and self-awareness. The problem of stunted emotional growth usually affects the performance and development of other dimensions. For pupils who have difficulty in controlling their emotions, according to the respondents, are usually egocentric, withdrawn, isolated, selfish, careless and disrespectful to others and tend to be unable to conduct positive interpersonal relationships, which are indicated as the major affective weaknesses of pupils. A teacher stated that:

there appears a tendency that, if we compare pupils in the past and now, we find that generally pupils nowadays are found to lack consideration, empathy, tolerance, self-reflection and respect to other people, ...and often encounter difficulty in dealing with interpersonal issues...some of them can not establish close relationship with people easily

(Interview Notes, 1-03, TTC1-1)

Such characteristics have not only resulted in difficulty in conducting relationships with others, but also generated the unhealthy concepts or attitudes pupils hold towards others. Some respondents indicated that some pupils tend to communicate with others in a more violent, threatening and arbitrary manner, which sometimes results in bullying problems.

Few of my pupils...like to treat others in a threatening way...they just like to be the leader of the group...and if other pupils disagree with them, they just threaten them...of course sometimes these threats are meant to be jokes,

yet this behaviour should serve as a warning

(Interview Notes, 1-06, TKH2-2)

The lack of sense of moral values and cultural cultivation appears to be another worrying issue that concerns the respondents. Pupils usually rebel against the traditional moral values and ignore the essence of Chinese culture. Moreover, due to the influence of the diversification and changeability of social values and various cultural impacts introduced from other countries, pupils easily build up rather confused, muddled or even unhealthy values towards their life and the society. Along this line a respondent gave his opinion of pupils nowadays:

Generally speaking, pupils are smarter nowadays...yet in a more snobbish and materialistic way...some pupils can tell who is useful for them and then they will get closer to these people...It is not a crime or really bad, but it just appears to me that pupils are not as innocent as before

(Interview Notes, 1-06, TKH2-1)

This example demonstrated the respondent's worry that the inner nature of pupils is changing due to the lack of the assimilation of solid cultural foundation as well as the impact of the complex external factors. It was also pointed out by respondents that such moral awareness should form part of the responsibility of school education and that schools somehow fail to prepare pupils with the capacity to tell right from wrong. Without this knowledge and capacity, pupils are 'unable to stand strong for their values' and thus it becomes 'easy to feel confused, empty and aimless towards their life', a teacher argued.

Although all respondents acknowledged the existence of the problems occurred to pupil's overall development, and thus the affective education needed to be paid more

serious attention from both official and unofficial levels, a significant numbers of these teachers indicated the difficult situation they were in to deal with these problems, which will be presented in the following section.

7.2.1.c Difficulties Encountered, Supports Given and Needs Required

Difficulties Encountered

In this study, affective education is perceived as a significant part of primary education, yet for most teachers interviewed, such recognition does not change the complex situation which exists in reality that affective education is still placed in a relatively neglected corner in the practical level in the primary education. Generally teachers would love to put more efforts in looking after pupils' affective needs, however, most of the time they cannot afford to do so owing to several interrelated reasons:

Ambiguous policy

As a result of the fact that the primary education system in conjunction with the curriculum is in a major transition in the reform now, the relevant policy thus appears ambiguous and confusing for most of the respondents. Although in the previous chapter, some policy and official statements, that are related to the official intention to look after pupils' all round welfare, were presented, for a significant amount of respondents, this official discourse mainly remains rhetorical, and is hardly connected to the reality in any major way. Some of these policies and statements are perceived as 'failing to offer any articulated and clearly-defined guidance that teachers can follow and refer to in the practical settings, and some are even 'contradictory to each other and accordingly produce a lot of difficulties for

teachers'. One teacher stated how these policy and statements are seen:

I think these policies and statements simply function like an official “vow” to convince people of the government’s good intention to enhance the overall development of pupils...maybe to some extent it represents the vision to be carried out...yet so far I just don’t see them making any difference

(Interview Notes, 2-05, TKH2-1)

The vagueness of policy and the lack of direct connection to reality have revealed the gap existing between what has been planned and is actually undertaken, and accordingly for most teachers interviewed in this study, they can hardly be encouraged by the revision or new release of relevant policy; as one teacher pointed out that:

sometimes the release or revision of policy not only makes our teaching more inefficient but brings a lot of trouble...I doubt if these policy or states were made on the basis of careful scrutiny...It appears that we, as the frontier of the educational business, do not have a say towards these policies being made and have to follow them however good or bad they are...but if something goes wrong with the education result, we have become scapegoats and are the first to be scolded

(Interview Notes, 2-04, TKH2-4)

As a result of that, most teachers indicated that current policy is mainly considered as a conceptual guidance to them, and they need more detailed and articulated instructions. Such comments are especially supported by most of the respondents involved with the ongoing educational reform, which will be discussed later.

Inappropriate Leadership

All the respondents in this study recognised that leadership is the most crucial factor to determine how ‘affective’ a school can be. Since teachers are facing the situation that the current policy is too ambiguous to offer substantive instructions to teachers, the importance of leadership of the headteacher in encouraging the development of an affective school on a sustainable basis has been emphasised by teachers interviewed. They considered leadership as a key constituent for the formation of the vision and culture of the school. It has been suggested by the respondents that the headteacher more than anyone else has the capacity to shape up the direction of schools and bring about a belief in his vision among school staff. However, on the contrary, the inappropriate leadership of the headteacher can also reduce the effectiveness of schools and affects the teaching quality of teachers. It appears that both over-ambitious or aimless visions could bring about difficulties for the conduct of affective education. Respondents indicated that some headteachers, usually those who are relatively young, inexperienced and ambitious to get promotion, tend to impress the LEAs by enhancing the school performance through agreeing to accept too many extra projects or activities assigned by LEAs which are not directly linked to everyday teaching and could overburden teachers; additionally, some of them might simply omit the work to enhance pupils’ affective growth from their ‘must-do’ lists. On the other hand, some headteachers, who appear aimless and possess the ‘iron rice bowl’ attitudes towards their position, also tend to neglect the significance of affective education. Some teachers described what happened in their schools:

he (the headteacher) is this kind of ‘promising’ principal in this city...he just shifted from a smaller school to our school a few months ago...he has got so many plans for this school that we have to follow...and has held so many extra activities assigned from LEA...which is supposed to be a good thing for the school, yet sometimes this really increases the workload...and

that affects the capacity we have to care for pupils

(Interview Notes, 2-04, TKH2-4)

my former headteacher was nearly retiring when I was in the previous school,...he was kind of slow and did not want to do too many things ...basically the principles and policy in that school mainly followed those 'standard package' from LEA, no more than that...I guess what he is doing in this school is just to wait for retirement

(Interview Notes, 2-06, TKH1-4)

It was also found that the style of leadership also changes school cultures. Some respondents highlighted how this might impede the conduct of affective education:

He (the headteacher) has always loved explicit performance and achievements...and all the staff here, well maybe the whole school culture is more or less this style...all the teaching activities are made with efficiency...however I don't know...because when teachers show too much concern about efficiency, they might well sacrifice pupils' holistic development in the end

(Interview Notes, 2-04, TKH2-4)

Managerial Problems

Lack of cooperation between managerial and teaching sectors has long existed as one of the major problems that affect the quality of the delivery of affective education. As discussed earlier, the combination of the dual structure of the managerial and the academic represents the complete affective supportive structure in primary schools, and thus the efficient and integrative academic-managerial relationship is definitely critical to the working of the affective service in schools, and one crucial reflection of schools' commitment to cater for pupils' affective

development. However, according to the teacher respondents, the academic and the managerial sectors have always been demarcated and segregated in the primary education in Taiwan, because each of these sectors has its own structure and organisation which reflects rather contrasting underlying principles and characteristics. While the academic is characterised by enhancing the holistic development of pupils, the managerial side of schooling, according to the teacher respondents, attempts to deal with the pressures from and satisfy the LEAs, school head and parents. Such a difference constructs and maintains a clear boundary between the academic and the managerial in terms of focus and way of coping with school business, and discourages mutual understanding. Most teachers interviewed in this study acknowledged that the relationship between the academic and the managerial is fraught with tension, as is illustrated by the lack of mutual understanding; and in reality, these teacher respondents consider the managerial sector's lack of understanding and unwillingness to try to understand what the academics and pupils really need, because the requests from the LEA, school head and parents are always the priority. One teacher expressed the same line:

the managerial people usually have to struggle between dealing with the demands from LEAs and the school head, or caring for teachers' and pupils' needs...most of the time, they choose to please the LEAs and the school head

(Interview Notes, 2-05, TKH2-1)

Owing to the discrepancy in dealing with school business, from the teachers' point of view, the management usually fails to take into consideration teachers' and pupils' needs when outlining school curriculum, and tends to design curriculum activities which are not necessarily beneficial to pupils. In other words, these

activities are very much designed from a ‘managerial perspective’ instead of a ‘teaching perspective’, which places a significant and somewhat unnecessary workload on teachers. According to the teacher respondents, a lot of cross-curricular or extra-curricular activities arranged by managerial levels were either assigned by LEAs or in response to the ongoing reforms. The amount of these activities has dramatically increased soon after the ongoing reform started; and teachers have to spend huge amount of time, during and outside school hours, and exert a great deal of effort in order to cope with additional demands.

last time there was a painting competition held in my school...it was kind of an activity related to the implementation of the new curriculum...and I had to assist during off school hours...I can not even take care my own child during that period of time

(Interviewed Notes, 2-04, TKH2-4)

Such complaints were made by most of the teacher respondents. For them, this situation also represents the ‘apathetic and unsupportive attitudes, the managerial sector has towards academic issues. As most teacher respondents indicated, the management tends to be unhelpful in constructing the timetable as well as in dealing with teaching and learning problems, and also avoids involvement in conflicts between teachers and other colleagues and parents.

most of the time, when conflicts occur between teachers and parents...the management will never stand by us... they will either avoid helping or simply support parents even if parents are the wrong

(Interview Notes, 1-06, TKH2-2)

some people join the managerial sector because they are ambitious to move up...and entering the managerial sector is the only way to get

promotion...so it is somehow doubtful whether or not they are really concerned with what teachers and pupils need

(Interview Notes, 1-04, TTC2-2)

The above statement reflected the feeling of most teacher respondents, and it seems that such perceptions also enhanced the hostility between the academic and managerial staff. However, such problems might result from the difference of the nature and responsibility between two divisions, since a slight discrepancy appears on how the managerial staff perceive the segregation and boundary issues. Although the managerial respondents acknowledged that marginalisation has always existed and that co-operative relationship between the managerial and the academic have been full of conflicts and contradiction, they interpreted these problems as the result of a lack of understanding and appropriate communication. From their point of view, it is never an easy thing to manage the pressure from pupils, teachers, parents, school heads and the LEAs, and a great deal of effort is spent in order to take into consideration each one of them.

every decision or plan we make is for the sake of children...but in the mean time, we are also concerned about parents', teachers', school heads' and the LEA's feelings and take them into account...sometimes we need to compromise

(Interview Notes, 1-03, TTC1-1)

Generally the managerial respondents perceived the complaints from teachers as a 'grumble' in response to the increasingly heavy workload derived from the ongoing reforms as well as the pressure from parents; yet, as one managerial respondent said,

we are also under great pressure, and I believe that these teachers would make the same decisions if they were in our position

(Interview Notes, 1-03, TTC1-1)

and they recognise that the opposing situation between the managerial and the academic should be ameliorated with the implementation of better communication channels.

we have always been trying to diminish the boundary and conflicts by introducing better communication channels and inviting teachers' cooperation and consultation for decision-making

(Interview Notes, 1-01, TTP1-1)

However, although some teacher respondents recognised that the introduction of better means for communication might alleviate the conflicts existing between the managerial and the academic, some still remain pessimistic and do not expect any dramatic or immediate results, unless a major change towards the whole system and the educational culture could take place.

Lack of time and resources

Overall, the heavy demands on teachers' time has always been a critical issue. There is always much to do and too little time, because the busy timetable, which is filled with so many individuals, subjects, duties and tasks, always competes for teacher's time and energy in schools. According to the teacher respondents, the situation has been worsening in recent years as a result of the implementation of the ongoing reforms which require schools to provide and be responsible for a colossal amount of additional work. On the one hand, the enormous amount of non-academic tasks reduce the efficiency of the running of the school; as a result of that, as mentioned earlier, teaching staff also have to spend much more time on assisting these non-classroom tasks.

I did not have a choice, it was a whole school activity, and the school head just asked me to help...I had to work over time for seven days to have it done

(Interview Notes, 2-04, TKH2-4)

On the other hand, the increasing expectation placed on teachers' teaching and caring responsibilities has resulted in dramatic pressure and a workload that overwhelms teachers. Teachers have to deal with more subject teaching, more curriculum preparation, more demand for training and higher expectation from society. All the teacher respondents confronted this problem, considered this one of the most serious problem that troubled them professionally, physically and emotionally.

Generally we all take too many subject courses...more than we can afford...and the situation will not turn any better because soon after the new curriculum is formally undertaken in year 5 and 6, we will be requested to undertake even more teaching

(Interview Notes, 1-01, TTP1-4)

I only rested for a few days during this summer vacation... most of the time I was working on structuring the teaching outlines and preparing for the curriculum for the new semester

(Interview Notes, 1-02, TTP2-3)

Almost all the teaching staff, well, except those who are also in charge of managerial duty, are busy like this...teaching, preparing curriculum, checking pupils' homework, meeting, discussing with colleagues, and many other jobs have occupied our life...we can hardly have our own private time

(Interview Notes, 1-06, TKH2-2)

What worries teachers is that heavy workload and lack of time have already affected the quality of their interaction with pupils. Some respondents pointed out that the time they can spare to check pupils' needs, conducting guidance or giving individual tutorial is rapidly reducing; and the quality of concern and service they offer to pupils throughout day-to-day teaching is deteriorating.

it has been quite a while since I have found the time to check on students in the same manner that I used to do...because I have got so much work to do...I feel guilty

(Interview Notes, 1-06, TKH2-2)

All the respondents indicated that time issue is the most serious and urgent problem that teachers have encountered. Apart from that, the lack of resources for delivering affective education is another urgent problem which concerns teachers in this study. While schools strive to provide an effective education for students, rapid social change mean that greater social responsibilities are involved. Increasingly, teachers are being asked to undertake many of the functions that families traditionally performed. Families are sometimes unable to provide the stability, assistance, discipline and emotional support and structure which are essential to a child's physical, social, emotional and spiritual development, and very often, this is left to the school to meet these needs. Teachers are usually expected to be the key medium to take this responsibility, yet, they sometimes find great difficulty to channel the knowledge of these aspects to children through either curricular or non-curricular approaches, and thus the acquisition of resources and relevant instruction would be crucial for them. According to the respondents in this study, the availability of the resources and support that attempt to enhance their concepts, knowledge and skills is insufficient. Several reasons underlie this problem.

First of all, some teachers claimed that the content of the textbooks and teaching materials they used could only make limited lasting effects on pupils' affective development, because it appears that some of the arrangement these affective themes tend to be unstructured and marginalised in the current curriculum, and many of the affective contents in the school textbooks either show false, inconsistent and contradictory information; or else they fail to connect to pupils' life experience. And accordingly, it is hardly surprising that such a curriculum can only have a limited impact on pupils' affective development.

we do have some affective themes arranged in the textbooks, such as society, language or health...however most of these themes were presented in a disconnected way... or sometimes they appeared incoherent in these textbooks, pupils might have learnt something today but would soon forget it tomorrow

(Interview Notes, 1-06, TKH2-1)

Furthermore, some teachers also indicated that even if the planned curriculum was well designed according to affective themes, whether these 'relatively better' materials could be selected as school texts or not was out of their hands. Although the textbook market has been opened up for years, and ideally more options of textbooks and teaching materials are available to schoolteachers, it is suggested that what happens in reality is that the real selection process is mainly under the control of the managerial sector, and teachers can hardly have a say during this process. As a result of that, very often the textbooks and teaching materials selected are not necessarily the ones with the best quality.

ideally teachers should be involved in the process of textbook selection...in reality, we usually do not have a say...it is usually the deal between the

managerial level and the publisher

(Interview Notes, 1-04, TTC2-3)

In addition to school textbook selection, many respondents also claimed that they were short of appropriate supplementary materials that can either enhance their own professional competence or improve pupils' affective growth.

There might be some references available on the market, but there is not much concerning pupils' affective growth, ...or maybe I just do not know where they are

(Interview Notes, 1-04, TTC2-3)

Some teachers suggested that there existed some resources from both the official and unofficial sectors, yet they were seldom well integrated and maintained. Teachers might need to spend huge amount of time to search for materials related to affective themes through different sources.

it seems that so far there is not any official sector to organise and integrate these resources more efficiently and systematically...if somebody did that, it will definitely be more efficient for teachers to reach and employ these resources

(Interview Notes, 1-04, TTC2-3)

The lack of relevant training is another problem specified by teacher respondents. Training here includes technical, emotional and conceptual dimensions. It has been argued that schools are more and more seen as the most important vehicle to transfer knowledge, skills and attitudes to pupils; the role of teachers as professional helpers with sufficient professional and emotional competence to help pupils thus becomes critical. In order to prepare teachers with sufficient qualifications to keep up with the

rapid changes in the concepts, mental states and methods of helping teaching, the issue of how the educational system renews teachers' teaching quality, effectiveness, enthusiasm, motivation, then becomes essential. However, it is found that although there are various training programmes held by official and unofficial sectors in Taiwan, according to the respondents, most of them were mainly focused on subject teaching or the ongoing reforms; only very few were related to the care for pupils' affective dimension. And hence, all the teacher respondents here felt helpless in seeking to acquire higher level of knowledge and skills in order to better look after pupils' affective growth.

most of the training programmes available at the moment are mainly for the reforms...maybe a few are available for counselling skills for guidance teachers; but ...only very few of them are aimed at helping teachers to enhance affective teaching directly

(Interview Notes, 1-05, TKH1-2)

Sufficient time and resources represent the critical premises in establishing a quality education. Lacking either of them implies the possibility of failing to improve the capacity to look after pupils' affective welfare. Throughout the interviews, lack of time and resources are the most significant difficulties which were emphasised by all respondents.

Parental Disapproval

The teachers' relationship with parents is another issue where conflict and misunderstanding can arise, since parents play a major role in influencing their children's perceptions and attitudes towards schooling and education, and they also affect the tensions these children may experience between home and school cultures.

Many respondents concurred that while the majority of parents are co-operative and supportive to school education, some parents, who are either indifferent to or over concerned with their children's educational life, can really interfere in the normal schooling and also affect pupils' attitudes and behaviours in schools:

he (a pupil) is kind of a trouble maker...very often after we have disciplined him or reprimanded him, his parents just show up to question us the next day

(Interview Notes, 1-03, TTC1-2)

this pupil has the problem of disruptive behaviours, such as fighting and stealing...I have tried to contact his parents so many times, but could never reach them...they just never show up

(Interview Notes, 1-06, TKH2-1)

It also appears that such situations might also affect the conduct of affective education, according to one of the respondents:

When I try to deliver affective education...some pupils consider it as preaching and are thus opposed to these courses...it is all about how parents educate these kids and shape up their attitudes

(Interview Notes, 1-06, TKH2-1)

Some respondents also pointed out that the differences in backgrounds and diverse life experiences of parents could affect the attitudes with which they and their children regard the school system. Furthermore, the context where school education takes place is also affected by the geographic and demographic position of the school. As the social and cultural backgrounds of the environment tend to indicate the socio-economic backgrounds of the families involved with the individual school, which in turn tend to determine the style of the relationships between the school, the teachers,

the families and the pupils.

the socio-economic status and educational background of parents in this area are relatively low... and most parents work there as factory workers...a significant number of people in these families are single parents, or are in violent relationships, or else suffer from financial or various other problems...thus... overall parents are not concerned with educational issues that much...it also appears that their children more frequently display behavioural problems

(Interview Notes, 1-06, TKH2-2)

our school is situated in the relatively affluent catchment...a significant number of parents are well educated...they are concerned about their children and the education we deliver...sometimes they can be interfering

(Interview Notes, 1-02, TTP2-2)

Parents' attitudes toward school education in turn can affect the attitudes and approaches adopted as well as the dynamics occurring within the school.

when he (the parent) is not happy with a teacher's disciplining his child or his child's academic achievement, he will argue or find fault with teachers...he is very tough so there were a few times when teachers were asked to apologise to him or even asked to change the way they teach, ...even though the fault was not the teacher's...this is really upsetting

(Interview Notes, 1-06, TKH2-2)

A few respondents acknowledged that their recognition of the importance of affective education still remained at the level of conceptual awareness instead of their taking any serious actions as a result of the problems discussed above. In their view, the occurrence of these problems highlights the weakness of delivering affective education in reality. These teachers argued that a gap existed between

‘thinking’ and ‘doing’, although affective education is perceived as crucial to pupils’ all-round development, in some schools, it appears not to be given much real recognition and is still located in a neglected corner in practice. However, most teachers in this study, though recognising the existence of these problems which impede the conduct of affective education in a more systematic and serious way, still believed that some there are affective elements through their daily work in the classroom and school more generally. But the issue remains that the significance to run affective education needs to be given more official concern, recognition and support before much can happen at the practical level in reality.

Support Given

Whilst most of teacher respondents complained about all the problems and situations which impede the delivery of affective education, some of them also identified the factors that encourage teachers’ determination to continue to be concerned with pupils’ affective needs.

Leadership

While some headteachers can be obstructive to improving the atmosphere and attention to pupils’ affective dimensions, some can also be very helpful and supportive. Respondents considered successful and supportive leadership to be essential in promoting overall attention to pupils’ affective welfare within the school, because successful leadership of this kind promoted not only concerns about pupils’ all round welfare, but also the encouragement of the development of relevant curriculum, programmes, and activities.

she (the headteacher) is truly concerned about pupils’ holistic

development...she tries to manage the school in a more caring way with affective elements permeating every dimension of schooling...and is supportive of all the relevant attempts we try

(Interview Notes, 1-02, TTP2-1)

Some respondents indicated that headteacher's support for affective education can also be transformed to and influences the feelings, attitudes, and beliefs of school staff, in other words, 'school culture'.

he (the headteacher) always sets a good example for us to follow...the way he shows his concern and affective quality is not only through the curriculum, or school ethos...but also through his own behaviour...by caring for all the staff and giving us so much freedom and encouragement

(Interview Notes, 2-11, P4)

Colleague Support

Some teacher respondents considered the support from other teaching staff as an important source of support in paying more attention to pupils' affective growth. For these teachers, although affective education is favoured in the policy, but neglected and marginalised in practice in primary education, the shared understanding and mutual goals as well as the co-operative atmosphere exist amongst teaching staff to look after pupils affective needs support them and enhance the overall concern within the school, despite the fact that teachers are all under great pressure.

we are all stressed due to the reform...and I know a lot of teachers do not think that it (life education) will work out...but luckily, I have these couple of colleagues who have the same belief as mine...and we always work together ... I think some teachers have also been motivated by us

(Interview Notes, 2-11, P4)

Parental Support

It is found that in some cases, parents can support teaching and assist the work to foster pupils' holistic needs. Several teachers indicated that some parents did support teachers in their efforts to cater for the holistic development of pupils instead of academic achievement, and supported teachers' work in this area. Some respondents emphasised that a shared belief, mutual trust and a co-operative relationship on this matter should exist between teachers and parents.

They (the parents) understand why I am doing all this work, and they also show so much support to my decision...there were some time when I needed extra help, they just came during the weekend to help me out

(Interview Notes, 1-02, TTC2-4)

Needs Required

Amongst all the difficulties teachers encounter in schools in terms of the promotion of affective education, some are regarded as more urgent than others and need to be dealt with as soon as possible.

Cutting down the workload

As discussed previously, the time issue was given significant attention throughout the interviews. All the respondents in this study emphasised that the dramatically increasing workload had resulted in more working hours, and was coupled with the deteriorating quality of services offered to pupils. Some teachers acknowledged that they spent 'more time and effort dealing with the requirements of the managerial level and the curriculum reforms', yet 'less on interacting with pupils'. As a result of that, teachers indicated the urgent need to cut down their workload and rearrange the

over-demanding working schedule.

Training Programme and other resources

The need for more training programmes in wider range of topics was also highlighted by all respondents. As mentioned earlier, the lack of training resources has been one of the essential difficulties that teachers confronted in improving the delivery of affective education in schools although a significant amount of training courses have been available to teachers, most of them are related to the conduct of ongoing reforms, while very few of them were seen as directly linked with the improvement of the affective domain. Some respondents identified the need for more knowledge about the topics, such as human rights education, sex education and life education, which were considered closely related to the delivery of affective education, yet not given much attention in terms of training support and resources.

yeah we are doing these topics as regular cross-curricula topics...but so far we have not been given much opportunity for training in this aspects...most of the time we just explored the way to deliver these topics all by ourselves

(Interview Notes, 1-06, TKH2-2)

Some highlighted the need for more training concerning counselling and classroom management since the current picture is, as presented in the earlier discussion, that teachers were equipped with elementary yet insufficient knowledge of relevant issues to deal with pupils' problems as well as whole class relationships.

the quality and characteristics of pupils have been through a dramatic change...sometimes we just feel helpless not knowing how to manage these children appropriately and effectively...we really need training of this kind but so far we have not been given much

(Interview Notes, 1-04, TTC2-2)

Some teachers emphasised the need to be provided with the information in terms of relevant books, organisation, or specialists to whom they can go for the improvement of their knowledge and affective teaching skills.

I think there are many resources out there...it will be nice if someone, maybe the government could integrate this information and organise it for us

(Interview Notes, TTP1-3)

7.2.1.d The Relationship between Affective Education and Ongoing Reform

Although it has been explained in the previous chapter that the new curriculum reform will not be completely implemented in year 5 and 6 in the primary education until September of 2003, most schools have started to employ part of the reforms in the higher grades. In this study, except the use of new textbooks, all the sample schools surveyed had started to employ competency-based guidelines, area-based curriculum arrangement, multi-faceted evaluation and many others in year 5 and 6.

In chapter 4, a detailed introduction of the ongoing reform implemented in Taiwan was presented mainly on the basis of official discourse and statements. According to these, the reform was introduced in an attempt to better look after pupils' holistic development through new arrangement of course subjects, more diverse knowledge to be included, new attainment targets to be employed, and many other new endeavours to be undertaken. The whole picture of the reform seems very affective-oriented, and stems from the intention to enhance the well round development of

pupils. Conversely, it appears that in teachers' eyes, although they recognised the good intentions which underpinned this reform, in reality all these intentions turned out to be a 'disaster', as one respondent forcefully expressed it, since it is felt that the reform is 'a piece of hasty work', which was launched without careful investigations and plans, and failed to take into consideration the real needs of pupils, teachers and the society. Criticisms have been raised concerning the vague policy, incomplete facilities, and various problems that appear in schools; so far it has drastically affected the efficiency and the quality of teaching and learning for several underlying reasons.

First of all, as mentioned earlier, the vagueness of the educational policy has presented the problems for translating affective concern into school practice; this is especially the case in the ongoing reform. A significant amount of respondents acknowledged that although they are aware that the new curriculum will be employed from September of 2003, they do not really know what they are expected to do, or how to deal with the forthcoming changes owing to the lack of clear guidelines, explicit policy and sufficient training.

For example, respondents indicated that the competency-based guidelines in the new curriculum seem far too general and fail to provide a clear direction for teachers to follow. Without well-organised and clearly-defined textbooks and teaching materials being available in the future, major problems, such as an increasing workload and dropping teaching quality, will occur since teachers may be lost in the new curriculum not knowing how to deliver it. Although it is not known yet if the forthcoming new textbooks are well-designed and sufficiently organised, many respondents held pessimistic views towards this issue. One teacher expressed his

worry thus:

I personally do not expect too much on the quality of the new curriculum ...the new textbooks, which have been applied in the rest of the grades for quite some time, are found very disorganised and with many errors, and thus once they were introduced they have been severely criticised...I believe this is partly a result of the over simplified and vague curriculum guidelines.

(Interview Notes, 1-06, TKH2-1)

Yet this issue is merely one of the many already-existing problems derived from the vague guidelines that worry teachers. Another issue, the integrated curriculum which is one of the key concepts of the reforms and is intended to arrange school curriculum in a more integrated, systematic and logical way, has also caused teaching difficulties in practice. According to this concept, teachers are expected to enhance staff cooperation for curriculum arrangement and teaching, and also the curriculum itself is hoped to be arranged in a more connected and non-subject-segregated way. However, most teachers interviewed considered themselves 'unprepared' and 'unready' to do it, mostly because they were provided unclear and insufficient official instructions and trainings. Such a situation dramatically increases their workload because it takes much longer for them to secure the curriculum content and the quality of their teaching. Moreover, respondents also found that conducting curriculum integration would cause conflicts between teachers, a respondent explained that:

Curriculum integration involves two controversial issues 'how to integrate it' and 'what should be integrated' and it is also related to the negotiation of time arrangement...and thus very often conflicts occurred between teachers because it is difficult to come up with a satisfactory solution which would

please everybody

(Interview Notes, 2-07, P1)

Many other examples were also given by the respondents, and all of them not only represent ‘a worry for tomorrow’, but portray the significant problems that have appeared in the teaching contexts. Respondents indicated that such situation had greatly enhanced their emotional burden as well as workload, and affected teacher’s morale in a major way.

although it is true that the reform, I mean the new curriculum has not been used in year 5 and 6 yet, I’ve heard so much negative feedback about what happened in other years...I have to admit that what I have heard and seen has affected my feelings and faith towards this reform

(Interview Notes, 2-05, TKH2-1)

Respondents also acknowledged that all the worry, pressure, problems and inefficiency derived from the reforms have not only aggravated those already-existing problems discussed above, such as academic-managerial conflicts, over workload, curriculum arrangement and many others, but have also influenced the efficacy of everyday teaching. Many teachers complained that they could hardly ensure the quality of their teaching because their working hours have been filled with many outside-classroom tasks, and their energy and motivation have been worn out so that sometimes they just ‘can not afford to pay more attention to look after pupils’ affective dimension’ or ‘the affective responsibility is missed out’.

we were asked to deliver courses in the way that it will be done in the reform in the future...but we have not been offered sufficient training about it...we could only explore it in our own way and that really occupies a lot of time...very often me and my colleague have to stay at school to work on

the integrated curriculum after normal school hours

(Interview Notes, 2-10, P3)

It appears that although new guidelines and concepts were introduced in this reform, in reality in the classroom, ‘nothing much is changed’, since most teachers still adopt ‘similar teaching methods’ to ‘deliver similar subject contents’ to pupils in the ‘similar school culture’ with the ‘similar problems’ they used to confront. In other words, the reform itself is perceived as ‘the same old stuff with a different label’, and most teachers tend to deal with this situation with a ‘just wait and see’ attitude.

the reform is actually not really something new...it’s got a new name, new subject categories or maybe new textbooks...however, for us, nothing really changes much in the practical context so far

(Interview Notes, 2-10, P3)

Though most respondents gave rather gloomy points of view towards the curriculum reforms in conjunction with the future of affective education, some respondents regarded the current situation as a ‘transition stage’ where the society, teachers, pupils and the reform itself are looking for a ‘better chance and timing to accommodate each other and cooperate’. And accordingly the extent this reform could change the previously neglected situation the affective education has been placed for long, is still an issue to be investigated.

Life education can be seen as a specific manifestation of affective education, it involves many similar concepts, topics, methods and policies typical of affective education, and accordingly, a significant amount of respondents conceptualised life education as equivalent to the affective education they themselves defined in the earlier chapter. Some respondents regard life education and affective education

‘similar yet with different depth and width of coverage in terms of goals and operational methods’. Most of these respondents considered life education as serving wider coverage of goals and topics, since it not only focused on pupils’ personal, social, emotional and moral developments, but intended to improve their spiritual, philosophical and religious knowledge.

I personally think that life education covers wider range of topics...since it also includes the philosophical, religious, spiritual, and life and death issues which we usually do not consider as affective dimension

(Interview Notes, 1-01, TTP1-2)

On the contrary, some teachers see affective education as the term served as the foundation of life education with more topics included.

Affective education should serve wider coverage of concepts, I think it is the foundation of all the concepts, values, emotions, thinking or behaviours that appear

(Interview Notes, 1-02, TTP2-1)

In spite of whether it is affective education or life education which includes more contents, all respondents recognised the benefits that the undertaking of life education could contribute to pupils’ affective growth. However, a significant proportion of them also viewed the future prospects of life education from a rather negative and dismal perspective. Some of them considered life education as, similar to ongoing curriculum reform, ‘derived from a good intention yet not given sufficient support system’, because it appears that although having been introduced for 6 years, life education is still in a situation where policy is unclear, curriculum is unready, official support is insufficient, and teachers are unprepared and confused. Respondents were critical of the fact that life education is not given substantial

official concern and is mostly encouraged through the efforts of non-governmental groups in cooperation with the academics and schools. As for the government, although keen to put life education into practice, 'it does not contribute much and does not try hard enough'. One teacher explained that:

well, life education...has been introduced and developed for 5 or 6 years, right?... as we all can see, it is not ready at all, no curriculum, no guidelines, no teacher training, no nothing, just a good intention and beautiful image it creates...I don't think the government has done enough

(Interview Notes, 2-05, TKH2-1)

As a result of that, life education is still in the planning stage where the working definition, agreement on coverage, guidelines for the curriculum and textbooks, relevant training programme for teachers, holistic plans and other essential facilities still remain incomplete. Under these circumstances, most teachers considered life education at the moment 'mainly rhetoric' and thus felt that 'life education is just a propaganda to convince the public that government is determined to improve the quality of education'

Owing to the unfavourable situation of life education, and although it has been introduced to the majority of primary schools and given increasing attention in some cities, respondents acknowledged that overall the work to undertake life education still appeared unsystematic, and teachers felt confused and lacking in confidence, knowledge and skills to deliver it in schools because of the lack of relevant resources, training and materials. Moreover, 'no quality can be guaranteed ', a respondent explained:

Life education is such a broad and vast subject to be taught...life is about everything...teacher usually do not know if I teach the right thing in the

right way

(Interview Notes, 2-08, P2)

Some teachers also indicated the necessity that there should be more training programmes to equip every teacher with sufficient guidance skills. Because at the moment, although the training for guidance skills is available through pre-service and in-service training for every teacher, it appears that these training programmes can only equip teacher with very primary guidance knowledge and techniques which most teacher respondents considered insufficient to cope with pupils' everyday life. Apart from that, some respondents also placed emphasis on the need to enhance the overall quality of teachers, especially their emotional competence. To deal with issues involved in life education and to ensure that they may present appropriate role models to pupils, teachers are expected to possess quality such as 'patience', 'communicability', 'enthusiasm' and 'passion', the quality that helps teachers to unconditionally accept all children, towards teaching which many teachers are losing due to the heavy stress from work.

While some respondents did not show much faith on the prospects of life education, some teachers also stressed their optimistic belief in life education and how it would contribute to pupils' well rounded development. Similarly to the comments on the ongoing reforms, these respondents consider life education in its 'initial and chaotic stage' in which both the vision and system are under construction and accordingly teachers would tend to feel more confused and uncertain. However, they believed that the urgent need to care for pupils' holistic development had been made public, and through the coordination of the government, the academics, teachers and everyone who concerned about this issue, the operation of life education could be

more efficient and function effectively.

I believe that the work of life education is in its transition stage ...everybody is exploring and looking for the right direction to do it...but I believe more and more people will be aware of the need to do it and participate in such an endeavour to educate our children better

(Interview Notes, 1-02, TTP2-0)

7.2.1.e Summary

The discussions presented above offer some insights into how Taiwanese teachers perceive some major issues of affective education in primary education. Affective education, according to these teachers, is related to the concern about pupils' personal, social, emotional, moral and spiritual development, which is very similar to the working definition used in this study. Overall, all teachers gave full recognition of the necessity of delivering an affective dimension to promote pupils' all round development through all aspects of school education. However, owing to the circumstance that policy in the ongoing reform is ambiguous, unready curriculum resources unprepared, and insufficient support provided, producing much uncertainty and increasing workload for teachers, many problems have occurred that frustrate the promotion of affective education in school. Affected by this situation, some respondents claimed that the recognition of the importance of affective education mainly exists in their conceptual awareness without the possibility of doing much in reality; whilst most respondents, though agreeing with the statement that the journey to deliver affective education is bumpy and never easy, still believed that they fulfil their affective responsibilities in their own way. Yet, they also suggested the need for more concern and substantial support for enhancing the quality of affective education.

Insights into teacher's perceptions provide a clearer picture of what dilemma situations teachers are located in terms of affective education; however working from the assumption that the actualisation of affective education should always be bound to the pursuit of the benefits for pupils, I thought it would be necessary to investigate pupils' views on the affective dimension of school education. This will be presented in the following discussion.

7.2.2 Pupils' Perceptions:

Working on the basis of the fact that the conduct of affective education is aimed to enhance pupil's holistic development, I thought it would be necessary to investigate pupils' perceptions towards the affective dimension of everyday schooling in order to examine pupil's needs as well as contrast them with those of teachers. By doing so it was hoped to offer some insights of whether a gap exists between the views of teachers and pupil's; whether the current system of primary education can look after pupil's affective needs; and whether the ongoing reform would benefit pupil's affective growth. However, it has to recognise that the concept of 'affective education' is beyond the comprehension of the majority primary school pupils, so it was considered inappropriate to include questions directly related to affective education.

On the basis of the theories of social constructivism that the development of affect is greatly influenced by the social environment which children are exposed to, and the fact that affective elements are permeate every aspect of school education, as a result it was decided to investigate the overall perceptions pupils have towards everyday schooling from a broader perspective and to draw out the implications for the conduct of affective education. In the following discussion, I will first investigate

pupil's perceptions towards their schools as a whole following an examination of their views on different aspects of school education.

7.2.2.a How Do Pupils Like Their School?

Generally, pupils feel that the school experience is pleasant and enjoyable. Throughout the observations in the classroom, interviews with pupils, and the informal conversations conducted with pupils during the break, it was found that most pupils showed positive and cheerful attitudes towards teachers and classmates, and enjoyed life in schools. During the observation in the class session, pupils were participating and reacting to teachers' teaching and questions enthusiastically.

During the class session, it seemed that teacher and pupils had a good interaction...most pupils were involved in a teacher-pupil dialogue...and responded to teacher actively'

(Observation Notes, 1-03-2)

Pupils appeared cheerful on the playground...I then asked 3 of them if they like their school...two of them gave a positive answer straight away...the other pupil hesitated then said 'not bad' to me

(Observation Notes, 1-01)

However, few pupils also gave rather negative feedback to this question. These pupils found schooling 'neither enjoyable nor pleasant', and 'tiring', owing to the fact that too much learning stress had been placed on them or that pupils were disappointed by negative interpersonal relationships, which both effect the perceptions pupils have towards their schools.

No, I don't like attending school...because there is so much homework to do everyday...I feel bored about it

(Informal Conversation Notes, 1-01)

An important observation is that those who perceived their schools negatively tended to express such feelings to the researcher only through informal discussion. This might be because that pupils did not feel comfortable to share negative viewpoints towards their schools when classmates or others pupils are around. Another issue is that few pupils showed rather 'blank' and 'expressionless' face when they answered the question, whether the answer was positive or negative.

she (a pupil) just shook her head as the answer with a expressionless face and no reason was given...I tried to ask her why she does not like her school, she just did not want to answer

(Observation Notes, 1-06)

According to some teachers, such response from students might be caused by increasing learning pressure. Although teachers generally believed that most pupils felt positively towards schooling, they also emphasised the situation they found that pupils were not as happy as how they used to feel, and they overall less enjoyed their school life, because of the rapidly increasing amount of learning pressure, the uncertainty derived from the reform, and that teachers could no longer spend as much time with pupils due to the heavy workload.

generally they like the school, like to be with classmates, and like to learn...but I believe that they would be much happier if there were not so much stress laid on their shoulders

(Informal Conversation Notes, 1-02, TTP2-1)

Some pupils gave their support to such statements by telling how busy their life were as a primary student:

hmmm...everyday... after school hours I need to go to cram school... and I have to do a lot of homework after going home...I hope that I will not have this much schoolwork anymore

(Interview Notes, 1-02, TTP2-6)

It appears that the heavy learning pressure not only affects pupils in schools, but also extends its influence to off schools hours. And such situation was also recognised as one of the main factors which upset pupils' school life.

7.2.2.b What Do Pupils Like or Dislike about Their Schools?

Curriculum

A significant number of pupils said that they found school curriculum 'interesting and enjoyable'. Subjects such as English, music, physical education, arts, and computing were often mentioned by pupils, and some optional courses, such as dancing, chess, calligraphy and a number of others which were offered during out of school hours, were also given substantial emphasis by pupils.

However, it was also found that subjects which pupils enjoy more are not those with a high academic profile which are identified as 'key subjects', most notable being language, math and science; but those subjects regarded only as secondary, optional or extra-curricular activities in the school curriculum. Pupils regarded these subjects 'difficult, dull and boring to learn' and the most 'unpopular' subjects. According to teachers, the reason that pupils have such antipathy towards these subjects, was because usually these key subjects create more pressure and homework for pupils, and appeared more oppressive, while those optional courses did not and contained 'more fun and enjoyment'. As one pupils stated:

No I do not like math...because we usually have a lot of math homework, it takes me a lot of time to do...I do not like those subjects with much homework'

(Informal Conversation Notes, 1-06)

And the situation is worsend by the introduction of ongoing reforms as a result of its vagueness and unready curriculum, which worries parents and in turn places much more pressure on pupils learning burden. As a teacher said:

I know some parents, who are really concerned about the forthcoming curriculum, and have displayed their worry by collecting dozens of extra learning textbooks and forcing their children to study these textbooks

(Interview Notes, 1-02, TTP2-4)

Being under a heavy learning load and facing the stress of new reforms, pupils found their schools life occupied with worries derived from learning responsibilities given by parents and teachers, overload of homework and the extra learning activities after school hours. In response to this, one pupil expressed her feeling:

everyday after school I need to rush to cram school...after that I will need to work on the homework assigned by teachers...I wish I had more time watching television...or playing my computer game

(Interview Notes, 1-02, TTP2-8)

Teachers

It appeared that the personality and teaching quality of teachers reflected greatly on how pupils enjoyed school life. Teachers interact closely with pupils, who discover their personalities and their individual mannerisms. As a result of this, the difference a teacher can make must never be underestimated. Some students in this study

expressed that they liked their teachers because they are ‘funny’, ‘caring’, ‘patient’, ‘fair’, ‘humorous’, ‘kind’, ‘creative’, ‘friend-like’, ‘supportive’, ‘helpful’ and ‘trustworthy’. All these qualities appear in accord with the affective qualities teachers should possess discussed in the literature (Cullingford, 1995). A pupil explained:

she (the teacher)...is always patient and cares about us...Every time me or my classmates need her, she always helps us out’

(Interview Notes, 1-05, TKH1-8)

Some pupils also expressed their appreciation to their teacher for being a ‘carer’ or ‘friend’, as a pupil said:

She (the teacher) is really nice...she seldom loses her temple and always caring...she is just like my friend...I am not afraid of her

(Informal Conversation Notes, 1-03, TTC1-10)

Apart from teacher’s affective characteristics, it is likely that some pupils also regard the capacity by which teachers can deliver the subject courses in an ‘interesting, acceptable, creative and vivid’ way as essential feature teachers should have:

He (the teacher) always conducts the class session in an interesting way...it is often that we just burst out laughing...I never feel sleepy during this session

(Interview Notes, 1-04, TTC2-5)

A few pupils also attributed the reason why they did not enjoy school life to the unpleasant quality of their teachers, according to them, who are ‘strict’, ‘difficult’, ‘unfair’ and ‘impatient’. Teachers in this type are seen as tending to request a high standard for academic achievement, treat some pupils better than they

do others, or do not show sufficient enthusiasm to help pupils with their problems. Pupils perceive such a type of teachers as ‘pushing’, ‘distant’ and ‘unapproachable’, and accordingly their teaching attitudes are questionable as well as negatively affecting pupils’ learning motivation.

she (the teacher) is kind of bad-tempered ...she sometimes yelled at us because we did not do what she told us...such as homework...I am scared of her...I am afraid of making mistakes

(Informal Conversation Notes, 1-06)

School Campus

The culture and atmosphere within the schools can significantly affect pupils’ perception of school life. The opinions given by the students in this study exemplify the significance school environment and atmosphere can have for pupils. Most pupils saw their school campus as an enjoyable part of school life because their campus was ‘comfortable’, ‘beautiful’, ‘warm’ and ‘full of fun’. Some pupils were particularly fond of facilities such as library, playground, or botanic garden; some highlighted the significance of school decoration and classroom arrangement.

my most favourite part of the school campus is the library...our library is new and beautiful, and full of so many good books...I come here almost every lunch break

(Interview Notes, 1-01, TTP1-7)

Beyond the physical environment, some pupils also identified the interpersonal relationships, such as peer relationships or teacher-pupil relationships, as the factor that made them enjoy their school life. A girl in support of this statement described that:

I like to be with my classmates...I like to play with them...especially Xiao-Chin, we always go home together

(Informal Conversation Notes, 1-01, TTP1-8)

Others

Some pupils in this study were aware of the impact of the ongoing reform on teacher's teaching responsibilities by highlighting the decrease of the time by which pupils can see or get along with teachers. A pupil expressed his concern by saying that:

But she has been busier, I feel...she is always rushing on something every time when I see her

(Interview Notes, 1-01, TTP1-9)

A few pupils acknowledged that they were aware of this change partly from the information given by their parents and the media, and the comments from their parents in terms of the forthcoming new curriculum also worried them.

yeah, I go to cram courses for many subjects...because mum said that we had to be prepared for the new curriculum...otherwise it would affect my results and schoolwork in junior high school

(Interview Notes, 1-02, TTP2-9)

The uncertainty derived from the reforms which worries parents has affected pupils' motivation towards both schools and learning. Although the atmosphere of worry about the reforms does not strike pupils directly, it affects pupils' perceptions indirectly through comments of parents, public opinion, teachers behaviour and stress displayed in everyday schooling, and news from mass media; all this influences pupils' feelings towards primary education.

7.2.2.c Summary

The findings presented above demonstrate how pupils perceive their schools to be as a whole, as well as their views on different dimensions of school education. Generally pupils in this study enjoy their school life, however, it appears that they tend to enjoy schooling less than they used to do due to the heavy learning burden resulting from the ongoing reforms. These findings will be further analysed in conjunction with the findings in the following Chapter and teacher's perceptions in the later discussion. In the following section, the findings collected from empirical research in China will be presented.

7.3 China

7.3.1 Teacher's Perceptions

7.3.1.a The Nature and Definition of Affective Education

In the interviews, as in Taiwan, most respondents showed hesitation and uncertainty when they first heard the term 'affective education', however, these respondents responded faster than those in Taiwan and some also connected it to Bloom's 'taxonomy'. When they were asked to give a definition to this term, most teachers here could give clearer and 'more structured' response, and only very few of them asked the researcher to give further explanation to assist them better conceptualising the term. It appeared that teachers in China had comparatively clear knowledge of this term, partly due to the fact that in recent years, some academics proposed theories related to affective education in a moral educational framework which a

significant number of teachers appear to be aware of.

Similarly to the research conducted in Taiwan, all the respondents were asked about their perceptions about the working definition of affective education in this study:

affective education, refers to the part of the educational process that concerns with pupils' attitudes, feelings, beliefs, emotional development and their self-esteem

(Chapter1, pp.2)

All the respondents recognised the range of concepts included in this definition and considered it 'proper and reasonable', however, some teachers questioned the applicability and appropriateness of the inclusion of the term 'belief' for similar reasons as Taiwan, that teachers tended to conceptualise 'beliefs' in a religious way and regarded it as 'controversial' and 'questionable' to be included in the school education.

'beliefs' ...what does it mean here? ...if it refers to the religious beliefs, it would not be proper to exist in the school education, especially for primary school pupils, wouldn't it ?

(Interview Notes, 1-08, CNK2-1)

I think 'beliefs' is not appropriate to be taught in the primary education...it is not the suitable topic for primary students

(Interview Notes, 1-12, CBJ2-1)

However, with the researcher's further explanation that beliefs in the working definition could be referred to all kinds of beliefs, including religious beliefs, beliefs towards values, and beliefs towards human life etc., all respondents then agreed with the inclusion of 'beliefs' as part of affective education. Apart from that, some

teachers also brought up the need to include more moral elements in the working definition.

I think it will be better and more complete if there is more emphasis on moral concern presented in this definition

(Interview Notes, 1-08, CNK2-0)

With regard to the perceptions teachers had towards affective education, it is closely linked to the care for pupils' personal, social, emotional and moral developments, and concern for their self-esteem. Qualities including self-respect; self-control; sense of responsibility and aesthetics; the love towards people and the nation; the capacity to conduct social life; empathy and respect; sense of reasoning and moral values, etc., were emphasised by respondents.

I think affective education is particularly essential to teach children how to manage their emotions, and conduct a positive and healthy relationship with others

(Interview Notes, 1-08, CNK2-0)

I think affective education is aimed to improve pupils' moral and emotional developments through the cultivation of beauty during the learning process...furthermore, it enhances the love pupils should have towards the nation, which is the moral affection

(Interview Notes, 1-11, CBJ1-3)

a significant part of affective education...is to enhance pupils' sense of self-esteem and emotional control...because nowadays pupils are generally spoiled and arrogant, and too fragile to confront stress

(Interview Notes, 1-10, CWH2-0)

In short, it appears that teachers' perception of affective education does not differ

significantly from the working definition, and it shows great similarity to the definition given in a Taiwanese context. Yet, what appears slightly different is that respondents in China tended to give more emphasis on the inclusion of moral dimensions and patriotic elements.

7.3.1.b The Rationale to Deliver Affective Education in Primary Education

The Need for Affective Education at School

Overall, all respondents emphasised the need for affective education at primary level in response to the worrying problem that young people's positive holistic development is rapidly deteriorating nowadays. The chief reason highlighted by respondents is that the 'single child policy' has dramatically changed the dynamics and the construction of family as well as the nature of family upbringing. From mid 1980's, owing to over population effecting economic performance and advancement of the country, the 'single child policy' was launched, by which every couple are only allowed to have one child in order to slow down the growth of the population. The side effect this policy has brought about is the overall change of young people's emotional characteristics, due to the fact that the reduction of the allowable amount of child greatly changes the interactive dynamics of the family as well as the pattern of family upbringing. In accordance with the policy, the younger generation of the family will be surrounded with and raised up by six adults, including 4 grandparents and 2 parents, and hence child of the family is usually spoiled and doted upon. In such circumstances, the child of the family tends to lack of appropriate cultivation of their personal, social, and emotional developments.

children nowadays are treated as kings in the family, because they have got 6 adults to spoil them badly...most of the time, all they need to do is to get

a good mark from schoolwork, and that's it

(Interview Notes, 1-9, CWH1-0)

It is stated by the respondents that these children have a tendency to be pampered, they become capricious, self-centred, conceited, isolated, and are unable to conduct proper interpersonal relationships, furthermore they lack a sense of responsibility, are unable to cope with pressure, and are emotionally fragile. As a result of that, pupils nowadays are less capable to deal with emotional breakdown or frustration, and tend to cope with personal, social and emotional problems in an unhealthy way, such as the use of violence, committing suicide, and other threatening behaviours. Respondents stated that a growing number of criminal and self-destructive incidents occurred in recent years, and highlighted the need to give special care to pupils' affective dimension through school education.

The pressure from school education is another factor highlighted by respondents that has affected pupils' mental health. According to the respondents, although quality education reform has been introduced to primary schools for sometime aiming at turning the prior over-cognitive scene into the education system which looks after pupils' holistic development as well as reducing the pressure placed on pupils' shoulders, in reality, pupils are actually under much more pressure than ever. It is partly because parents tend to put more pressure and expectation on their single child and force them to take various extra cram courses after school hours in order to better prepare their child for the forthcoming exams in the secondary level.

Some teachers, though not many, acknowledged that the reforms introduced into primary schools have not produced as dramatic effects as claimed, and a significant amount of schools and teachers 'still take pupils' academic results as the priority and

mainly focus on their cognitive instead of holistic development' because 'after all, the reputation of pupils' good academic performance directly affects how schools attract more enrolment and official funding'. Furthermore, respondents also pointed out that the insufficient teaching skills and inappropriate perceptions and attitudes teachers display in the teaching settings might as well be the source of pressure to pupils.

It happens that some teachers can be pushy and picky to pupils' performance, especially their learning achievement...some of my pupils told me that they felt pressurised with certain teachers

(Interview Notes, 1-07, CNK1-2)

It is stated that pressure derived from school education affects pupils' emotional states, as some respondents explained:

it appears that some students start to feel antipathetic to school education because of the pressure placed on them

(Interview Notes, 1-08, CNK2-0)

The rapid and drastic changes of the society and cultural values are also considered affecting pupils' affective dimension. Being immature and unprepared to tell right from wrong, young people are easily dazzled and confused by the permeation of various diverse cultures and social values. The popularisation of the mass media and the internet also worsens the situation by failing to exclude damaging and unhealthy information from pupils' access.

recently, there have been a lot of popular soap operas introduced from Taiwan, Japan and other countries, some of these programmes are involved with violence or unhealthy relationships...but kids love them and seem influenced by them

(Interview Notes, 1-12, CBJ2-0)

The above reasons identified by the respondents highlight the responsibility and necessity that primary schools ought to become seriously concerned about pupils' all round welfare. Most respondents felt optimistic about the future of affective education at primary sector based on the belief that it is an irresistible trend to take care of pupils' holistic development, as well as the recognition that a growing numbers of practitioners are aware of the importance of looking after pupils' overall development. Yet, on the contrary, some teachers were rather pessimistic. From their point of view, all the changes introduced in the primary education mainly remained rhetorical and produced only limited effects on both teachers and pupils. These reforms, somehow, were seen as illustrating official determination, yet rarely generated the substantial improvement expected.

it's been happening for so many times that the government announces some reforms but in the end you realise that it is merely a slogan or propaganda ...very often these changes just vanish

(Interview Notes, 2-19, P9)

However, these teachers also agreed that more and more teachers were aware of the need to cater for pupils' all round needs and felt such awareness would make the most significant contribution to the overall concern for affective education in the primary education.

What are Teacher's Feelings about the Current Affective Development of Pupils?

Throughout the interviews, all respondents acknowledged that the overall affective development of pupils has regressed for the reasons discussed previously. Being more emotionally vulnerable and lacking sufficient and appropriate interpersonal

skills are considered the most worrying problems stressed by all respondents. Respondents felt that pupils nowadays appear more ‘pampered; unable to deal with pressure, frustration and emotional breakdown; dependent; passive; narrow-minded; becomes readily anxious, easily panicked; self-centred and selfish; arrogant; conceited; isolated; lacks self-discipline, confidence, motivation and a sense of responsibility; lacks empathy and consideration; uncommunicative; careless; rebellious; capricious; vain; impatient’. All these unhealthy qualities appearing in young people’s personal, social and emotional development have affected their ability to conduct positive interpersonal relationships as well as perform as a valuable member of the society, some teachers went further suggesting that more and more destructive incidents have taken place and affected the order of the society because pupils cannot cope with the failure or setbacks occurring in their life.

Apart from the worrying situation of pupils’ personal, social and emotional development, some respondents also raised concern about young people’s moral development. It appears that the younger generation tends to respect the traditional moral virtues and cultural values less, some even hold a hostile attitude towards them, and such disregard also found in pupils’ behaviours.

pupils are now quite opposed to those so called ‘old-fashioned’ values and moral concepts...it is a culture amongst young generation

(Interview Notes, 1-09, CWH1-1)

Respondents acknowledged that such a situation was partly the result of the diversification of social values that surround pupils, partly because school education either fails to deliver moral values to pupils in a more acceptable way, or fails to equip pupils with the capacity to make judgements.

this is also kind of a ‘side-effect’ of exam-oriented education...schools focus too much on pupils’ academic achievement that they just neglect to equip pupils with necessary moral skills

(Interview Notes, 2-19, P9)

Some respondents attributed this problem to the reason that school education mainly focuses on pupils’ cognitive development instead of moral dimension, and thus a significant amount of teachers tend to deliver moral issues in a cognitive ‘stuff-the-geese’ and ‘preaching’ manner which might cause pupils’ antipathy.

some teachers tend to deliver moral issues in a ‘preaching’ way which pupils would not enjoy...that would make pupils bias against moral values more and refuse to accept them

(Interview Notes, 2-19, P9)

7.3.1.c Difficulties, Support and Need

Difficulties Encountered

Pressure of School Education

A significant number of teacher respondents pointed out that the pressure derived from current primary educational system where students compete to move up is one of the reasons that impeded teachers from contributing more to affective education. As mentioned earlier, the introduction of quality education reforms has produced much more learning pressure to pupils because, in addition to those subjects which have been included as formal curriculum in the primary education, pupils are reluctant to learn more courses and skills in schools in order to, on one hand, fulfil

the ‘all-round developmental’ goal which is at the centre of the reform; and on the other hand, be better prepared for the competitive world of entrance examination.

Such a situation has provoked pupils’ antipathy towards schools and primary education. Some respondents stated that a growing numbers of pupils have started to feel dislike or lose interest in studying and attending schools. In other words, the reforms, have been decreasing pupils’ motivation to learn. One teacher expressed his worry thus:

There appears some worries that generally pupils enjoy the schooling less now because they are under so much pressure...I know it happened in other schools that pupils just refused to go to schools or tried to skip the classes

(Interview Notes, 1-12, CBJ2-2)

Furthermore, such increasing pressure has also forced teachers to pay more attention to the subject teaching which appears more important for pupils’ future entrance exams, and consequently, teachers admitted that ‘sometimes the concern about pupils’ affective development is just missed out’

Parental Disapproval

Pressure from parents appears to be another factor that pushes schools and teachers to mainly focus on pupils’ academic results instead of their holistic development. According to respondents, owing to the pressure derived from the competition for future entrance exam, most parents prefer sending their children to the schools with ‘good academic results’ to those with good reputation for ‘pupils’ holistic development’. Such a tendency has become a crucial index that schoolheads follow to determine their vision and construct prospectus for the schools in order to attract more enrolment and funding.

This situation has driven teachers to devote most of their time and efforts to ensure the academic performance of pupils, rather than improve pupils' holistic development. A teacher admitted that:

parents just expect teachers to help their children academically...they would not appreciate much if you turn their children to be a kind person yet with a bad mark...schools have to take parents' expectation seriously, and so do we

(Interview Notes, 2-14, CWH1-1)

Ambiguous Policy

Some teachers suggested that the existing policy was seen as another issue of concern. Although in the previous chapter, some policy and official statements for primary education, that represent the official objectives to look after pupils' holistic development, were discussed, it is indicated that the majority of them was either perceived too ambiguous and failing to provide clear, well-defined and concrete guidelines for teachers to follow; or else it remained rhetorical without a clear link to the real practical context in any major way. The vagueness of policy and the lack of direct connection to reality have shown the gap existing between what has been planned and what was actually undertaken. For example moral education was once the most important vehicle for delivering affective education in the primary schools; however, a significant amount of teachers regarded its relevant policy and guidelines 'too idealistic' and thus 'could build very little connection to reality', as well as having a limited impact on pupils' moral development. And thus great difficulties usually appear when teachers have to deal with such policy and actualise it in everyday schooling.

Insufficient Teacher Training

Criticisms were brought up by respondents concerning the lack of appropriate training programmes. Although there were training programmes available from official and unofficial sectors, most of them were focused on subject teaching or the ongoing reforms; only very few were related to the care for pupils' affective dimension.

The way these training programmes were arranged and delivered was also regarded 'outdated, inappropriate, and impractical' by some respondents, because some programmes were filled with lectures given by so called specialists from the academics or official sectors who did not know much about the teaching context and could only produce very limited help to teachers. It was pointed out that these specialists tended to give mainly theoretical aspects of knowledge instead of practical topics needed to deal with pupils' development and problems. Such theory-oriented training pattern was considered helpful in renewing teacher's concepts, perspectives and values towards education, yet, it fails to present fresh teaching methods and approaches which are also needed in linking teachers' life experience with actualising these new ideas in the teaching contexts.

a lot of these so called professionals have not got any practical experience in the primary education...most of the time they just tell teachers different theories or concepts

(Observation Notes, 1-08)

Some schools have sought to improve teacher performance by means of initiating various in-school experiments or specific programmes which encourage the involvement and coordination amongst teachers. This approach encourages on-the-

job innovation and research conducted by all teachers in the natural teaching contexts. By doing so, it is hoped to enhance the research and teaching ability of teachers, explore new teaching approaches, and promote a team approach to create a cooperative and progressive atmosphere in the schools. It is claimed that such teamwork approach has achieved good results for teacher development; yet, it is mainly adopted in relatively better schools and is not found in many schools in China.

Leadership

Overall, respondents all agreed that the quality of leadership plays a decisive role in the implementation of affective education in the primary schools. Whether school heads are concerned with pupils' affective growth or not to a great extent determines how much the affective elements will be included into the vision as well as whole-school curriculum. Respondents emphasised that headteachers who take pupils' holistic development seriously would tend to integrate affective elements into everyday schooling in every possible way, ranging from curriculum, teaching methods, physical environment to school ethos; and this in turn would also produce positive effects to the overall efficacy of staff. Such a view was supported by all respondents. However, some respondents indicated that in reality, it seemed that quite a lot of headteachers did not have significant concern for the affective needs of pupils, and tended to take affective education as an accessory which 'could prettify the overall look of school yet was never taken as the heart of the schooling'.

some headteachers tend just to prettify the campus, but people just wonder what were these works really for...to make the image of the school look good? Or to help pupils?

(Interview Notes, 2-17, P7)

These respondents further explained that the introduction of quality education did improve the overall quality of primary education, and to some extent encouraged more attention towards pupils' holistic development; however, the reform itself did not produce dramatic changes in the situation that both the school's reputation and parental assessment still depended greatly on pupils' academic performance and accordingly most headteachers tended to perceive pupils' affective needs as inferior to their academic results. Headteachers of this kind were criticised because they were usually concerned about the advancement of school management and facilities in response to the ongoing reform, instead of the factors, such as development of school ethos, and teacher development, pedagogy and curriculum, which teachers perceived as directly connect to the delivery of affective education.

Oversized Classes

Excessive class size was also regarded as a problem that affected teachers' efficacy and quality to look after pupils' all round welfare. With the average class size of 50-70 pupils or sometimes even more in rural area, all the respondents considered it more than their manageable workload, and found it difficult to pay careful attention to every individual student.

Excessive workload and dropping service quality are not the only worries that concern teachers when dealing with oversized classes. The spatial arrangement, room available to pupils for activity, as well as the atmosphere and environment of the classroom would be affected with too many pupils clogged in a classroom. The classrooms fail to provide sufficient space for activity and comfortable decoration and arrangement for learning are considered to be unhealthy for pupils' physical and

emotional development.

It is worrying that the classroom where every pupil has no sufficient room to sit, stand and run is not a healthy environment for them to be...you can see the classroom is full of students, even I get bored and disturbed with this scene

(Interview Notes, 2-16, P6)

Support Given

Parental Recognition

Although, as discussed previously, generally most parents tended to place academic results of pupils at the heart of school education, some parents are also aware that a balance and healthy development of other aspects of pupils, such as emotional state, personal as well as interpersonal skills also essentially contribute to the achievement of pupils' future development. As a result of that, these parents, had a positive and supportive attitude to school's various affective endeavours and initiatives.

Respondents indicated that these parents not only gave emotional endorsement to teachers' decisions and work, but also participated in the work to enhance pupils' all round welfare. Some parents made many affective-related suggestions and raised concerns during meetings with teachers, which helped the construction of the affective atmosphere of the class; some cooperated with various affective initiatives teachers suggested; and some even volunteered to assist with classroom matters.

not so long ago a parent saw an item of the news about what other schools do to implement the mental health education...he showed it to me the next day and suggested that we give it a try...but unfortunately we still cannot at the moment

(Interview Notes, 1-11, CBJ1-2)

Supportive Leadership

During the observations, it was found that in some of the schools visited, the headteachers managed the schools in a rather democratic, innovative and flexible way, which respondents in these schools reckoned essential to create an affective culture within the schools. One characteristic of these schoolheads, in the respondents' views, is that they had a 'strong faith in promoting pupils' holistic welfare' and tended to minimise the influence derived from social expectation and parental pressure. A teacher described her headteacher thus:

although both the LEAs and parents have placed great expectation on him (the headteacher)...he shows determination and belief on his decision to make pupils happy instead of gaining greater marks...all of us support his decision

(Interview Notes, 1-08, CNK2-2)

It also appeared that these schoolheads seemed more democratic, communicative, visible and facilitative to both teachers and pupils, and employed more diverse and encouraging ways to manage schools, shared views with school members, allowed teachers and pupils greater flexibility, and were concerned about the effects that teacher development programmes could produce to teachers' professional competency. Furthermore, some teachers indicated that their school heads tended to share a clearer vision with staffs, and mapped out a long-term policy and plan with which all the school members could work on.

Colleague Support

Some teachers highlighted the importance of the support of individual teachers

within the schools. Partly because of the introduction and widespread implementation of quality education, respondents believed that a consensus, that education should help improve pupils' holistic quality, had been built up amongst teachers. This was found at conceptual, attitudinal and practical levels. New ideas, theories and new teaching methods have been widely accepted by more teachers and it appears that teachers tend to be more reflective on and employ more innovation to their own performance; accordingly, most respondents acknowledged that the overall efficacy of teaching staff was improving. Apart from that, a growing numbers of teachers have started to team up and cooperate to work on the design of curriculum, pedagogy and teaching matters. Such teamwork pattern appears welcome amongst teachers due to the supportive, belonging and partnership atmosphere it created; and it was considered as a strength for teachers to stand for affective education in the primary schools regardless of the pressure given by the social expectation or parents.

me and my colleagues usually work together on the small project we initiated on certain day once a week...involvement in this project encourages us to not only review our own professional ability, but also look for and absorb new knowledge

(Interview Notes, 1-09, CWH1-4)

Needs Required

Training and Resources

Throughout the interviews, the need for more training programmes and resources offered by either official sectors or the academic, was raised by the respondents. Though many teachers have made great progress in terms of their perspectives,

attitudes, commitment to their professions, as well as the teaching efficacy and quality practiced in the classroom, the respondents pointed out that teachers could do much better than they did now with sufficient renewal chances and experiences. In their views there still exists a gap between intentions and actions owing to the fact that at the moment the educational environment is characterised by drastic change, many new initiatives have been attempted, and teachers feel unready, insecure and unconfident to deal with this situation. As a result of that, the respondents feel the urgent need to be provided with more help and resources to keep up with these rapid changes in the concepts and methods of teaching.

Communication System

A respondent identified the need to build up an interactive and productive communication system amongst pupils, parents, teachers, schools and the official sectors. There is a tendency that the communication channels operating at the moment are perceived ‘authoritative and unitary’ by the respondents and mainly exercised in a ‘top-down’ pattern, by which policy or orders were announced or handed down directly by the official sector or the managerial sector of the school, while there existed no clear means for the voice and feedback of teachers, parents and pupils to be heard.

I am not sure if teacher’s voice has been heard by the upper level...but normally teachers do not like to express “bad opinion” to their schoolhead or the managerial leaders

(Interview Notes, 2-20, P10)

In spite of the fact that some schoolheads, as discussed earlier, manage their schools and staffs in a democratic and progressive way, some do not. The other respondent

indicated that, during the past decades, the educational scene had been operated in a mainly 'non-communication' model, which resulted in the situation that the policy, curriculum or services arranged by the government or schools couldn't meet pupils' needs, and many problems arose. He further expressed his worry by stating that, now that the whole educational system was undergoing a major change, the lack of productive communication would cause the danger that either the government or school would manipulate the educational scene without taking into account the real needs, difficulties and suggestions of teachers, pupils and parents, and wasted much societal resources at the same time.

It appears that a lot of schoolheads follow the reforms and have effected several changes...but to be honest...it remains questionable if they plan these changes carefully and on the basis of pupils' needs

(Interview, Notes, 2-19, P9)

Structural and Conceptual Change

Though most teachers recognised that the overall quality of primary education had been improved with the introduction of quality education reforms, some of them suggested that more structural and conceptual changes were urgently needed. First of all, the evaluation system towards pupils' learning performance appeared questionable for some teachers and regarded as in need of further change. The reason for this was because the existing evaluation process mainly focused on the assessment of pupils' cognitive achievement, while failing to include the affective dimension of pupils into the evaluation scheme.

the scores pupils got from their homework, exams, competition are the sole criteria for assessment...though things have been changing...at the moment the existing assessment system does not take much of the affective

development of pupils into consideration

(Interview Notes, 2-16, P6)

Some respondents acknowledged that there is no objective and reliable assessment procedure in terms of pupils affective dimension produced in their schools, most of the time, teachers make evaluation on the basis of their own subjective opinions. Furthermore, it was also pointed out that the assessment system fail to consider the individuality every pupils possesses by applying ‘a systematic, scientific and single-versioned assessment scheme to all pupils’. It is criticised by these respondents that such assessment procedure tended to be unreliable and inappropriate. It appears the lack of a holistic assessment system in a school and failing to be concerned about pupils individuality discourages concern for pupils’ affective development, and accordingly it is regarded as an urgent need to improve current evaluation system.

Secondly, although one distinctive feature of quality education reforms is that every school is encouraged to innovate and introduce its own reforms and develop a unique educational scene, and all schools visited claimed to have done this, a respondent commented that ‘most of these attempts and new trials claimed are not so distinctive and unique’, as he said that:

if you look closely to all the so-called unique innovations every school said they had done, you will see that a great similarity appeared amongst all these changes...and many of them appear to be the variants of the works employed in other schools...whether these schools have proposed any ‘truly new’ ideas and taken into account the real needs of their pupils is doubtful

(Interview Notes, 2-18, P8)

Some teachers felt the need that schools should disregard the ‘fantasy’ or ‘trendy

image' created by the national reforms and discard the excessive concern about the enrolment; instead, they should refine the works that can really meet pupils'needs and enhance the overall development of pupils.

Thirdly, few respondents identified the problem that most schools fail to develop a well-defined vision and produce a long-term development plan, which was regarded as the key to its success and the improvement of educational efficacy. Lack of an appropriate plan may produce confusion and doubt amongst teachers, as one teacher explained that:

of course most schools have plans for each academic year, all those 'calendar schedule'...however, what I am saying is the plan that clarifies a target and the steps to achieve this target in , let's say, 5 or 10 years time...as far as I know, not many schools are doing it...I think it is important for every school to have an ultimate goal, because it gives teachers a clearer idea of what schools attempt to do in the future... what teachers should prepare themselves in advance...what quality does this school aim to equip pupils with...so that teachers can make their own plan in response to these goals

(Interview Notes, 2-16, P6)

7.3.1.d The Relationship Between Affective Education and Ongoing Reform

Ambiguous Knowledge about the Ongoing Reform

As discussed in the prior chapter, the origin of quality education reform was in response to the problems derived from exam-and-cognitive-oriented educational system which had dominated the educational scene for many years. Instead of having well-defined and definite guidelines to identify the scope of the reform, quality

education is more like a conceptual innovation which tends to inspire educational practitioners with its pupil-centred emphasis and ideas in pursuit of pupils' holistic development. Ideally, quality education is conceptualised with an affective emphasis, however, in the realistic contexts, divergence of teacher's perceptions towards quality education appears to fall into two extreme positions: some perceived the reforms a great advancement of the educational system and could enhance pupils' holistic development; while some criticised that the current reforms as unlikely to make much difference, because with a closer look, it is found that the reform was constructed on vague policy, unclear schedule, haphazard organisation, and incomplete and ill-arranged supplementary strategies and facilities.

Generally, although most respondents acknowledged claimed that they knew about quality education and had been experimenting the reform from many perspectives, they did not appear as they understand it in a definite way;

When I asked them what the reform is about, they gave me those 'uniform answers' which tended to be more rhetorical and vague...when I tried to ask them about the policy, relevant system or other things I considered significant, they could not tell me more details, and asked me to refer to a book

(Observation Notes, 1-07)

In terms of the changes that the reform has produced, most respondents had the same feeling that it only had limited impacts on the innovation of curriculum; so far though it had produced significant influence on the advancement of leadership and management, teacher's concepts, and teaching methods.

For those who held the optimistic views, the above changes produced by the reforms had turned the overall educational environment and atmosphere more 'affective' by

enhancing teachers' concerns towards pupils' holistic development, and encouraging the harmonious interaction within the schools. All these features imply that, despite the fact that there was not dramatic changes occurring to the formal curriculum in this reform, the hidden curriculum of current primary education had been integrated with more affective elements by the reforms, which was considered the most essential and influential to pupils' affective development.

I believe once the concepts teachers have towards education have changed, the way they teach will improve and eventually pupils will definitely be benefit

(Interview Notes, 1-08, CNK2-0)

However, on the contrary, the respondents who held pessimistic views tended to regard the exam-and-cognitive-focused culture as the heart of the educational system, various attempts and tactics proposed in the reforms could hardly accomplished what was announced in the official reports, and thus pupils would still be under great learning pressure without their holistic needs being catered for. They also criticised the fact that the reform was launched in a hurry and thus there was a lack of a long-term, systematic and detailed plan in terms of the curriculum, teacher training, cooperation of all dimensions, and many other issues; as a result of that, even though the conduct of the reforms had produced a change in teachers' concepts, renewing teaching methods, and improving the managerial efficacy, without every part of the educational system being well planned and tightly connected and coordinated with each others, these respondents found that the achievements claimed above could only remain temporary and pupils' affective growth would only achieve limited improvement.

The other issue, mental health education, which was also proposed in close relation to the concern for pupils' affective development, was also found served very limited use, and most respondents displayed rather vague and confusing knowledge about it. Most respondents could hardly explain the current situation of how the policy was made and put forth and what was implemented at school level.

I know some schools are doing it...but I do not know much about it...so far nothing related to this field has been done

(Interview Notes, 1-10, CWH2-1)

Although respondents recognised the intention of mental health education and agreed with the fact that pupils' mental health needed to be given special care through special curriculum design and various programmes, and trained specialists, they also doubted if this would just go beyond as 'rhetoric', or become a 'short-lived' measure which would not be given serious official and public attention, since at the moment, not much systematic actions have been taken, and mental health education mainly exists in the national policy report and remains unknown to the majority of teachers in the country.

Although one sample school visited in this study has started some attempts in response to the mental health education reform, most teachers interviewed in this school had not been provided sufficient support, resources and training, and considered that there existed a long way to go for the idea to be actualised at school level.

we just started this attempt not so long ago...actually we are still exploring different approaches to do it...and we still need more support and resources from the government and the academics

(Interview Notes, 1-12, CBJ2-0)

Yet, all of them recognised the need to introduce mental health education in schools at all levels. Most Respondents claimed that, despite the fact that they were lacking expertise in the field, and accordingly the services, such as specific curriculum or guidance teachers, they provided to pupils were immature and insufficient, yet, they could see the positive influence these works had affected on pupils.

7.3.1.e Summary

To sum up, like teachers in Taiwan, those in China perceived affective education as closely related to pupil's personal, social, emotional and moral development, and recognised the need for affective education in the primary sector due to their perceptions of the rapid deterioration of children's mental health. However in reality, teachers encounter problems of ambiguous policy, pressure from school and parents, insufficient training, quality of leadership and oversized classes, which handicapped the delivery of affective education. Although some teachers claimed that the introduction of the reform could bring some change of the situation, others considered the reform as mere a 'conceptual guidance' which did not produce much major change at a practical level. And teacher's overall views towards the reforms appeared to fall at two extremes in this study. In the following discussion, pupil's perceptions will be presented in order to offer some insights of how pupils feel about school education today.

7.3.2 Pupils' Perceptions

Like the data presented earlier, in this section pupils' perceptions were considered

from a broad perspectives which investigates their general views towards their schools as a whole, as well as a narrower view examining their opinions about various aspects of schooling.

7.3.2.a How Do They Like or dislike Their Schools?

Throughout the interviews, observations, and informal discussions with pupils, it appeared that pupils generally enjoyed and appreciated the primary education they received. During the class sessions observed, positive interactions went on between teachers and pupils, and most pupils show great enthusiasm for the learning process. A piece of observation recorded in the observation note illustrates to the above statement:

she (the language teacher)asked a question...many pupils raised their hands and volunteered to answer, including a tiny unobtrusive girl trying hard to draw teacher's attention...the teacher did ask her to answer, however, she fell in stutter and could not answer properly...however, she did not show any frightened, nervous or panic look...she just stood there calmly

(Observation Notes, 1-07-2)

Although it was mentioned in the previous chapter that many of the observation sessions and interviews with teachers and pupils were especially arranged by the school staff, including the one where the above example was recorded, and that the reliability of the data collected from these contexts needs to be carefully considered, it is believed that a significant subtle yet visible evidence could be identified which could provide fruitful information about the reality. In the above example, although the whole setting was especially arranged, and the teaching process, including the course content, teachers, pupils, and the teacher-pupil interaction, was identifiably unnatural, it can be argued here that pupils are not trained to perform and thus

however unnatural the whole situation was made, pupils' first reaction could offer interesting clues for what actually happened in reality. When the little girl stood in front of the whole class, teacher and the researcher, failing to answer, with teacher's encouragement, she did not fall in panic, embarrassment or fear for any possibility that she might be punished later on, which might imply that punishment was not much used in the classroom, and thus pupils felt comfortable and unthreatened in any case. Apart from that, generally pupils showed cheerful emotions and expressed positive perceptions towards schools throughout class sessions, informal observations conducted on campus, and casual conversations with pupils.

However, some important issues have to be further considered here. As presented in the previous discussion, some teachers expressed their worry that the overloaded learning pressure had resulted in the antipathy which some pupils felt towards school education, and considered this as a difficulty to look after pupils' affective dimension. Yet, comments collected from pupils failed to reveal this viewpoint possibly partly due to the fact that most of the formal interviews were conducted in a group discussion basis with the presence of teachers and schoolheads, which might have prevented pupils from telling any comments that do not look good and would upset teachers and schoolheads; or partly because most of pupils did not perceive the seriousness of this problem yet.

7.3.2.b What do Pupils Like or Dislike about Their Schools?

Before looking at pupil's perceptions of what they like or dislike about their schools, one funny issue that worth noting has to be clarified in advance. Throughout the observations or interviews, when I asked pupils what they disliked about their school, most of pupils hesitated and could not really answer, especially those pupils in the

formal interviews with the presence of other teachers and headteachers. Consequently, data related to what they 'dislike' about their schools is relatively less which was mainly collected from informal conversation with pupils during observations and breaks.

Curriculum

Generally, it appears that pupils held positive attitudes towards the school curriculum, and many of them identified several subjects as their favourite part of school life, ranging from those high profile subjects such as language, English, math, science; quasi-extra curricula subjects such as physical education, computer class; to school-based curriculum such as music, dancing, calligraphy, and many others. As one pupil explained why he enjoyed English session:

English is my favourite subject...I want to be a diplomat in the future,
learning English will help me communicate with foreigner in the future

(Interview Notes, 1-08, CNK2-10)

It appears that pupils in China tend to enjoy the learning of key subjects because of their practicability in the future, since some pupils also expressed their fondness of certain high profile subjects because of the applicability or benefits to their future job. However, some pupils also chose low profile subjects as their favourite at schools, such as computer, art, music and others, mainly because of the pleasure these subjects could make.

Overall, pupils in China seem to enjoy wider range of subjects regardless of the fact that some of them might produce more homework or learning burden; however it does not mean that these pupils do not feel the increasing learning burden placed on

their shoulder. As some pupils indicated that although they enjoyed their school life, the learning pressure and schoolwork they were given tended to be overloaded. Apart from the regular homework assigned by school teachers, there appeared a significant amount of extra-curricula activities as well as cram courses occupying pupils' life, which had produced heavy learning burden and stress. A pupil expressed that:

most of the time after I arrive home, I spend most of time working on homework and studying...yes, and during the weekend I go to learn piano and Chinese painting...I like them...but I think it would be good if I don't have to do so much

(Informal Chat with pupils, 1-11)

The above statement was given by a pupil from an informal chat during breaks. Some other pupils also expressed how they feel about the learning pressure in the same line, which imply that pupils in China also concerned about this issue.

Teacher

The quality of performance as well as personal characteristics of teachers are also considered essential factors for pupils to enjoy their school life. The opinions given by many pupils in this study support the above statement that they regarded their teachers one of the reasons to like their schools. According to pupil's description, these teachers appear to be 'patient', 'caring', 'responsible', 'fair', 'mother-like', 'friend-like', 'good at teaching', and 'knowledgeable and able to deliver knowledge'. From pupil's views, they regard a good teacher to be the one who care about and help every pupil equally, deliver knowledge in an easy, understandable and acceptable way, and can be friends to pupils when they need one. One pupil

expressed in the same line:

my teacher takes care of us just like a mother...if I have any problem, I will go to her and ask for help from her

(Interview Notes, 1-12, CBJ2-4)

A great similarity appeared in terms of what makes a good teacher to pupils in both Taiwan and China, which indicates that pupils expect their teachers to possess good affective quality. The only slight difference appeared between pupils in Taiwan and China is that pupils in China requires teachers to be knowledgeable while in Taiwan, this quality does not seem essential to pupils.

The other issue is that, in the previous discussions, it appears that teachers tended to be aware of the superior hierarchical position they had in the teacher-pupil relationships, yet, this issue was not observed throughout the observation, neither was it given further recognition from pupils' comments in interviews or informal conversations.

School Campus

Most pupils interviewed indicated that they quite enjoyed the school environment, especially facilities such as playground, running tracks, computer rooms and so on, places which might not have a direct link with 'learning pressure'. As most pupils pointed out that they regarded these places 'interesting', 'full of fun', 'full of laughter', and 'good for health' etc, one of these pupils commented:

my favourite part of the school is the running tracks...because I can do whatever exercise I want there...and by which I can strengthen my body

(Interview Notes, 1-08, CNK2-7)

Apart from the physical environment of schools, the services they offer also appeared to be appreciated by pupils. One pupil expressed what he liked about his school was the 10am break refreshment and lunch everyday.

I like the snack and lunch offered everyday...because I feel lucky that I can have these foods every time when I am hungry...I find them delicious

(Observation Notes, 1-09, CWH1- 5)

Some pupils also appeared fond of the overall atmosphere in the schools. In their views, schools are like a 'big family', 'mother's hug', and 'warm environment', and they feel 'comfortable' and 'pleased' to be in schools. Some connected their fondness towards schools with the functions schools provided. They perceived schools as a place to 'equip them with knowledge', 'teach them the right things', and 'make them good citizens of the country'.

7.3.2.c Summary

From the data presented above, pupils in China perceive their school life in a similar way to those in Taiwan do. Generally pupils in China seem to enjoy their school life, however, it also appears that they are aware of the pressure of heavy learning burden from family, schools or the whole system. These findings will then be further analysed in the later discussion.

7.4 General Discussion

In Chapter 6, we examined various dimension of primary education through which affective elements are delivered to pupils at a practical level, and in this Chapter, we investigated teachers' and pupils' views on these dimensions. Great similarities were found in terms of the place of affect in primary education in both Taiwan and China,

since a variety of curricula, activities, initiatives and other implicit aspects of curriculum were found involving affective elements. Furthermore, the respondents in both Taiwan and China agreed on the need for affective education, what it should cover, the problems and needs of its delivery involved, its relationship with the ongoing reforms, and pupil's perceptions towards school education. It also appears that teacher's opinions and those of pupil's showed were very similar to each other. However, some differences were also found. In the next Chapter, these issues will be compared and analysed further.

Chapter 8

8 Comparison and Discussion

8.1 Introduction

The data described in the previous chapters, shows both similarities and differences in the promotion and practice of affective education in primary education in both Taiwan and China. In the following chapter these will be discussed and analysed.

8.2 Comparison

In the first part of the chapter, the main findings of the study, already discussed in Chapters 6, 7, will be brought together, and the differences and similarities between Taiwan and China will be compared and analysed. At the end of this discussion, the factors that underpin these differences and similarities will be presented and analysed.

8.2.1 Affective Education in the Primary School

8.2.1.a Affective Goal

The policy and official discourse of the affective domain in primary education focus on assisting the holistic development of pupils in both countries, and such holistic concept also represents the heart of affective education in all primary schools visited. An examination of the evolution of affective concerns found in the official discourse shows that the concern for pupil's holistic development has always had an important place amongst educational goals. In earlier policy this concern was based on the need

to pursue national advancement. Such nationalism-led policy was criticised for being inadequate and inappropriate to dominate the educational scene thus, its recent evolution in both places has avoided as much nationalistic emphasis, as possible, and led to the concern of the overall welfare of pupils. A similarity appears in the ideas of what was covered by ‘holistic development’ as defined in each country; in Taiwan, the transition from an emphasis on five dimension, namely virtue, intelligence, physical health, sense of collectivism, and sense of aesthetics, to ten basic competencies in the ongoing reforms was presented as the basis through which primary education should assist pupils to develop; while in China, most of what it is proposed to cover appears the same except that the ‘sense of collectivism’ is replaced as ‘sense of physical labour’.

Even though it is clear that at the official level in both countries the intention was to diminish the influence of nationalistic ideology at the policy level, some ideological impacts are still found, one example is that the constitution of national policy is usually based on politician’s or Party figure’s statements; and such situation also remains at the practical level, and is demonstrated in all aspects of schooling in China. One example of the this is that, as described in an earlier section, schools in China tend to include the concepts or ideologies of nationalism or communism in school policy, such as the widespread emphasis of ‘five loves’ which are derived from communist culture; while in Taiwan, the concern for nationalism is no longer being highlighted in the field of education, further evidence regarding such difference will be considered in later discussion.

8.2.1.b Developmental and preventive curriculum

School education contains many affective messages which are transmitted through

both the explicit and hidden curriculum. This is seen most obviously in the status attached to different subjects. Throughout the process of conducting the empirical study, it was found that school curriculum has been one of the key channels for sample schools to deliver affective concerns; and thus all of them have embarked on a variety of curricular experiments in which affective education is found at its heart or indirectly as one of the goals.

It is found that similarities between these experiments appear between Taiwan and China. First, certain distinctive subjects, in which the affective aim lies at the heart, have been introduced in both places. Life education and mental health education can be seen as representing official concern for the care of pupil's holistic development and were given wide recognition by teacher respondents in this study. However, teachers also find difficulty to put them into practice as both of them are still at an exploratory stage, where, although they were launched several years ago, relevant curriculum, official guidelines, training and many other supporting systems are still not developed. As a result, these two subjects have never appeared as a formal course in the timetable, and are mainly delivered as cross-curricular activities. These two programmes currently display a lack of clarity of both official and practical levels and at the moment teachers mostly explore different approaches on their own initiatives.

Apart from the distinctive subjects that locate pupil's affective growth in a central position, a variety of cross-curricular or extra-curricular activities were identified by which affective education was delivered less explicitly. Teachers in both countries highlighted the fact that affective elements can be integrated into all subject teaching and transmitted through almost all kinds of activities. Yet, it was also found that

more moral as well as ideological concerns underpin these affective endeavours in the context of China, as the term ‘moral affection’ (Chapter 2, pp.49) was widely mentioned and performed throughout the interviews and classroom sessions.

Moreover, some activities or organisations, such as ‘young military schools’ or ‘young pioneers’, are conducted with profound ideological concepts underlying, which was not found in primary education in Taiwan.

8.2.1.c Teacher’s affective attitude and skills

Children’s behaviour varies from school to school, and within each school from class to class. As the person who has the closest and most frequent interaction with pupils within the schools, the individual teacher has an enormous explicit or implicit influence on the social and emotional tone of his or her class. Based on this ground, the affective quality and teaching skills school staff should possess are also emphasised by respondents in both countries. Considerable agreement was found on the affective attitudes required within school heads, teachers, managerial staff and, furthermore, continuous improvement of teaching skills are also considered influential on pupil’s affective growth. To enhance teacher’s overall qualification, various resources and strategies have found provided by official local or school level to enhance the affective quality of teachers. Pupils in both countries also expressed the same concern by stating that teacher can be one of the key factors to influence their feelings towards school life, and highlighting their appreciation for teacher’s affective personality and teaching skills.

Apart from teacher’s own affective characteristics, it is recognised that the affective leadership of headteachers is also considered essential to the enhancement of the

affective attitudes and skills of teachers, it was stressed by respondents that the more 'affective characteristics' and 'affective vision' the school heads possess, the more opportunities for trainings as well as more autonomy and respect, teachers will get. As well as these similarities, appearance of some slight divergences were also identified. It is found that in China, teachers tend to perceive their roles and attitudes as comparatively 'authoritative' and 'distant' to pupils, while in Taiwan, none of the interviewees highlighted this issue.

On the other hand, conflicts occurring in various dimensions of primary education are also highlighted in Taiwan. Tensions between teaching and managerial level, class teachers and subject teachers, and teachers and parents are considered impediments to improving overall teaching quality; and teachers' attitudes as well as strategies used to resolve conflicts and enhance coordination at all levels are reckoned crucial to promote teacher's general affective performance. While in China, such conflicting situation between teaching, management and parents is not mentioned by respondents as a major issue.

8.2.1.d Reactive casework

It appears that the guidance system in Taiwan and China presents rather different pictures; in Taiwan, the guidance system has been introduced for quite a some time and thus its pattern of operation has been built up systematically in the primary sector; while in China, the concern and implementation of mental health education and guidance system are still at the initial stage. Starting from remedial approach, guidance work has been coordinated with developmental and preventive curriculum, and various reforms and projects have launched and undertaken in primary schools in Taiwan. Whilst, mental health education is still a new area which has affected a

limited number of schools and remained a vague concept to a significant number of teachers, school staff and parents in primary education in China.

Despite the different status that the guidance system is given in each country, striking similarities were also found in the case studies. First of all, it is emphasised in both places that all teachers, especially class teachers, have guidance responsibility for their pupils and are expected to conduct primary counselling functions to assist pupils through various approaches, such as tutorial time, and 'adoption and counselling system' etc. This is based on the same belief that teachers, especially class teachers, are those who know pupils best and interact with them most, and thus it is important to equip all teachers with the ability to undertake reactive caseworks.

Second, although the guidance room in Taiwan is given affective responsibility and increasing recognition in China, it is also found that in reality in both countries, guidance work is considered relatively peripheral to primary education. As discussed previously, due to the conflicts between teaching and managerial systems, insufficient qualification of guidance teachers, and restricted guidance service offered, school guidance in the primary sector is given relatively low status in Taiwan, although most respondents accepted that school guidance should have a significant role in catering for children's affective development and problems, at the practical level, it does not function very effectively. And in China, it is found that mental health education and guidance system are still new concepts without having gained wide understanding and acceptance by the public. Most schools have not yet started to include it into school curriculum, and the majority of respondents show rather vague knowledge as well as uncertain perception towards this area. Even in

the schools which have introduced mental health education or guidance system, it is found that the system is not yet fully established, limited service is offered, and teaching staff is still running short.

Yet, most of the respondents, whether in Taiwan or China, agree with the significance this area and its potential contribution to pupil's holistic development, and point out that the overall guidance systems, provision, and training are urgently needed to improve the operation of school guidance work.

8.2.1.e Institutional features

The implicit curriculum permeated on the school campus, whether it is through decoration of physical environment, services and facilities, supportive structure, or school climate, is considered to have a powerful influence on pupil's affective growth in both Taiwan and China, and consequently, all schools visited were found to be working on the improvement of the overall environment.

In the case of the physical environment, campus decoration and facilities are provided. There has been a trend in both countries in recent years that the general quality of campus has been promoted, and a great deal of affective elements are found influence the nature of these developments. Sense of comfort, caring, convenient, lively, creative is valued and sought to be created on the campus; and aesthetical concerns as well as the cultural and ethnical features are very much emphasised and presented in the architecture and decoration. Though schools in both countries have shown great concern for this aspect, it seems that in China, the decoration of the campus serves more moral, ideological function through displays connected with communist culture, such as statues, posters, and ideological slogans;

while in Taiwan, the moral and ideological intentions are no longer the priority of primary education, and thus the arrangement of campuses has very little connection with these aspects.

Furthermore, it is also found that in China, the stress on the advancement of various facilities and many other infrastructures represents the center of the enhancement of learning environment; while in Taiwan, respondents focus on the various contribution the campus could make to pupils holistically and the dynamics produced through the interaction between campus and pupils, for example, some teachers highlighted the opportunity schools tend to create for pupils to be involved in the process of decorating the campus, in the hope that a sense of ‘belonging’ can be produced and permeated amongst pupils through ‘interacting with the physical environment’.

In terms of the creation of schools ethos, significant similarities were identified in the primary education between two countries. The emphasis on ‘pupil-centredness’ as well as the pursuit of pupil’s ‘holistic development’ are the leading philosophies that dominate the educational scene in the primary schools in both Taiwan and China, and which had influenced all the schools visited both in terms of plans and practice. The practical ideas through by which ‘pupil-centredness’ and ‘holistic development’ could be promoted within primary schools also had many similarities in both countries, since the ‘atmosphere of harmony’, ‘full cooperation amongst teachers, schools and parents’ as well as the ‘innovation in learning and teaching’ are encouraged within schools in both countries.

8.2.2 Teacher’s perceptions

Data collected from verbal statements teachers made as well as non-verbal reactions

teachers displayed throughout the observations and interviews offered many clues on how important teachers perceive affective education to be in both countries. As we saw in Chapter 6 and 7, contradictions between what is on policy and what actually happens in reality, and positive and negative perceptions of teachers, and tensions of the relationships between teachers, schools and LEAs, are found, which will be further presented in the following discussion.

8.2.2.a The Nature and Definition of Affective Education

The importance and demand for affective education in the primary sector was widely recognised by teachers in both countries. In both countries most teachers were hesitant and seemed confused about what the term ‘affective education’ stood for exactly when they were first asked to define and comment on it, although they acknowledged that they were once familiar with the term during the years of teacher education or from other occasions. Teacher’s similar reactions to some extent imply that the term was not widely used in the practical teaching context in both countries, yet it appears that teachers in China could understand the term faster possibly because that in recent years some academics have introduced relevant experiments in the primary sector and claimed good results to pupils.

When teachers were requested to comment on the working definition of affective education applied in this study, all the respondents brought up the same doubt on the appropriateness of the inclusion of ‘beliefs’ with a religious definition, because whether or not religious issues should be included in the primary education appeared controversial and debatable. Yet, they further gave their endorsement to the term and considered it applicable provided that it meant more than just religious beliefs.

Interviewees in both places also reached a consensus on the range of affective education that is involved with pupil's personal, social, emotional and moral developments; however owing to the influence of the recent reforms, different concerns were also introduced, in Taiwan a special emphasis was given to the 'spiritual development' while in China, interviewees highlighted the significance of enhancement of 'self-esteem'.

8.2.2.b The Rationale to Deliver Affective Education in Primary Education

The Need for Affective Education?

The need for affective education in the primary education was widely recognised by all the interviewees in both Taiwan and China owing to the consensus reason that the healthy mental development of pupils nowadays has been severely affected by inappropriate family upbringing; rapid change of social values and dynamics; and growing learning pressure. In Taiwanese context, the related affects of drastic diversification of social values, political¹¹ and economic instability, dropping birth rate, and unsatisfactory implementation of the ongoing educational reforms all contribute to the current problem of pupil's development. And in China, most respondents regarded 'single-child policy' the crucial reason for the deterioration of children's development, and the occurrence of other situations, such as social changes, the permeation of mass media and internet, and insufficient quality of school education, have all made the problems worse.

Although all teachers interviewed acknowledged the importance of affective education, a significant amount of those in Taiwan considered such statement still

¹¹ The political instability means the turbulent relationships between Taiwan and China.

remain conceptual and found great difficulty in putting their affective concern into practice. And the perceptions teachers in China held towards affective education fell in two extremes: some believed that the overall affective welfare of pupils would be enhanced; and some regarded that these affective concerns would not be taken seriously.

What are Teacher's Feelings about the Current Affective Development of Pupils?

All teachers from both places pointed out that pupils nowadays were facing serious developmental crisis. In Taiwan, respondents identified the developments of pupil's emotional, moral, interpersonal and spiritual aspects as having been affected; and considered that pupils need to be helped improve their moral characters and emotional competency urgently. In China, teachers regarded the deterioration of emotional state as the most worrying problem, which further resulted in the inadequacy of personal and social and moral development, and accordingly, pupil's emotional and moral developments were specified as those needing urgent and special concern.

8.2.2.c Difficulties Encountered, Supports Given and Needs Required

The difficulties teachers encountered when delivering affective education in the teaching context are quite similar in both countries, including ambiguous policy, inappropriate leadership, parental disapproval, and insufficient resources. In terms of country specific issues, respondents in Taiwan drew attention to a time issue as well as conflicts appearing between teaching and managerial dimensions within the schools; while teachers in China considered oversized classes had affected their affective responsibility. In both countries, the support teachers specified included supportive parents, leadership and colleagues in both places. Concerning the issues

teachers specified that needed to be dealt with urgently, the call for ‘training and resources’ were highlighted by all respondents and seemed a universal issue in both countries; additionally, Taiwanese respondents also emphasised the need for ‘cutting down workload’, while respondents in China pointed out the need for ‘establishing more effective communication channels’ and ‘introducing structural and conceptual changes’.

8.2.2.d The Relationship between Affective Education and Ongoing Reform

Although teachers in Taiwan recognised that intentions underpinned the ongoing reform, they thought it ‘a piece of hasty work’, which was launched without careful prior investigations and planning which failed to take into consideration of the real needs of pupils, teachers and the society. Criticisms were made up concerning the vague policy, incomplete facilities and supportive systems, and various problems that appear in schools; and the way that up till now it has drastically affected the efficiency and the quality of teaching and learning. Concerning the relationship between affective education defined by Taiwanese respondents and life education, all respondents considered them sharing similar concepts, topics, methods and policy, and accordingly, they conceptualised life education equivalent to affective education with slightly different coverage of topics. Most of these respondents considered life education had a wider coverage in terms of goals and topics, since it not only focused on pupil’s personal, social, emotional and moral developments, but intended to improve their spiritual, philosophical and religious knowledge; while some see affective education as the term served as the foundation of life education with more topics included. However, it was also found that some respondents considered life education as, similar to ongoing curriculum reform, ‘derived from good intention yet

not given sufficient support system'; yet, some consider life education just in its 'initial and chaos stage' in which both the vision and system are under construction and accordingly teachers tended to feel more confused and uncertain.

In China, quality education is perceived as a conceptual innovation which tends to inspire educational practitioners with its pupil-centred emphasis and ideas in pursuit of pupils' holistic development. However, teacher's views on quality education attend to be at two extremes: some perceived the reforms a great advance of the education system which could enhance pupil's holistic development; while some criticised that the current reforms is unlikely to make much difference, because with a closer look, it is found that the reform were constructed on the basis of vague policy, unclear schedule, unthorough arrangement, and incomplete and ill-arranged supplementary strategies and facilities. With regard to the relationship between affective education and mental health education, all of the respondents recognised the necessity of introducing mental health education in schools at all levels, although most of them displayed rather vague and confusing knowledge about it during the empirical research. However, respondents also felt if this would just remain as 'rhetoric', or become a 'short-lived' measure which would not given serious official and public attention.

The comparison presented above shows great similarity of how teachers perceive affective education in both countries. In the following discussion, pupil's views on the topic in both Taiwan and China will be compared and analysed.

8.2.3 Pupil's Perceptions:

Throughout the empirical research, pupils in both countries were found to be enjoying their school life and feeling easy and unthreatened whenever they were

observed in the classroom. However, some teachers in Taiwan pointed out their observation that pupils are feeling less and less happy due to the growing learning pressure that overwhelms them. Teachers in China also expressed similar worry on the same lines by identifying the situation that pupils nowadays gradually feel stronger antipathy towards school life, and such feeling appears still growing. However, such statements were not supported by pupils in the current study as neither the observations nor interviews offered data in support of this view.

In terms of the aspects of school pupils like, great similarity appeared, as pupils from both places identified that teachers, curriculum and school campus were the factors that they enjoyed in schools. With regard to the aspects that pupils disliked, pupils in Taiwan specified that factors, such as heavy homework, boring curriculum, difficult teachers, unpleasant classmates and having less opportunities to interact with teachers, could upset their school life; while in China, only heavy homework loads as well as classmates were identified having affected how pupils felt towards their school life. The statements indicated that, in both places, the hidden curriculum produced by teacher's attitude and teaching skills; the fun elements of school curriculum-in this study most pupils considered the fun of those less-crucial subjects, such as physical education, art, music and some others; the overall atmosphere created by comfortable school environment; and social interaction within schools, could draw powerful influences to pupils' perceptions towards school education. And it is also found that pupils have been feeling increasing pressure of schoolwork from the increasing daily homework they are required to do, that fully-occupied schedule and extra-curricular activities they have to deal with, as well as a growing awareness of the stress their teachers are facing, which are also regarded the key factors that affected the quality of pupil's school life.

8.2.4 The Factor That Accounts for The Similarities and Differences

As we saw from the data presented and compared in the prior discussion, it is found that despite the different political and economical pathways each country has followed striking similarities are found regarding the conceptualisation of affective education, various approaches to its delivery, and teacher's and pupil's perceptions towards relevant issues. The possible reason for such similarities is the same cultural foundation from which both countries originated from. As argued in Chapter 2, based on the theories of social constructivism, affect is influenced and shaped up by cultural expectations and the social environment. And in Chapter 3, I further explained that Confucianism has been the main cultural basis which has greatly characterised how both Taiwan and China are today. The influence has had a significant affect on education.

Apart from the similarities, few differences were also identified regarding the procedure by which the educational policy is presented, school management structure, school ethos, and the difficulties teachers encounter. Taking a closer look at these differences, it is not difficult to find that all of them are to a varying degree related to the ideological and political factors of the places; therefore, it might not be unreasonable to make the assumption that these differences, whether at the policy, conceptual and practical levels, are mainly attributable to fundamental divergence of ideological values and political beliefs in both countries.

Influenced by the culture of Communist Party, the two most distinctive ideological features existing in China are the great emphasis on sacrifice to the nation, society and the people; as well as the fact that the Party and the Government are the unity sharing the same authority, which has had an extensive influence on all dimensions

of educational system. At the policy level, as demonstrated in this study, a significant amount of educational policy are released in the form of official statement by the Party, Ministry of Education or governing body (Yan, 2000), which are usually not given detailed guidelines or explanation. This situation, on the one hand, shows that education is regarded as a highly centralised business through which the Party¹², the nation in conjunction with the politicians can still spread powerful influences; on the other hand, raises the question of whether there is a serious intention behind these educational policies and official initiatives or are they mainly 'rhetorical'. By contrast, the procedure through which the educational policy is made, the official statement is announced, and various activities are undertaken appears more systematic and ideology-free with significantly less political intervention in Taiwan.

The impact of ideology and political scene also results in the differences of school structures. The existence of Party secretaries in schools is one best example which demonstrates how ideology and political forces can affect the running of school affairs, and the appropriateness of this has always been the centre of debate (Lewin *et al.*, 1994). As the dual system existed in schools, one is the Party branch and the other is professional educators, has always created conflicts of exercising authority in terms of making day to day decisions. Albeit that it is advocated by the government that as the administrative head of the school, headteachers have the freedom to take initiatives of the reforms as well as take on day to day decision of the school affairs, and Party branch are mainly encouraged to exercise their authority on communist-related issues instead of school management, it appears that many

¹² Although education is still seemed as a highly centralised business, some aspects have been de-centralised due to the introduction of the reforms, for example, in recent years, every province has been encouraged to design and publish their own local textbooks and materials.

headteachers still defer to the Party secretary on almost all matters in order not to be seen as opposed to the party or the policy it decided; and sometimes such situation can affect the efficiency of school management because quite often the Party secretary has a different understanding of what issue is important from the headteacher's. In this study, although a few headteachers also held the post of Party secretary at the same time which presumably helped to avoid the above problem, most of the schools visited still retained the system with two administrative heads in the organisation. Moreover, the influence of ideology is also delivered to pupils through the operation of Party branch in schools with the organisation of 'Young Pioneers' which is under the control of Party secretary. Such a division or organisation which is ideological in nature is not found in schools in Taiwan.

At the conceptual level, the influence of ideology has led the whole educational scene and affective education in this study, to a rather nationalistic pathway which is demonstrated ranging from the emphasis of 'five love' derived from communist culture in the relevant policy; to the ideological elements permeated in all aspects of pedagogy, curriculum, activities, school ethos and design of campus; to the ideological-flavoured statements made by some interviewees in this study. The stress on the significance of moral and nationalistic ideological goal is seen throughout the observations and interviews conducted in this study. Although it has to be acknowledged that the improvement of moral values is also highly emphasised by the respondents in Taiwan, the term 'moral' mainly refers to those ethical values instead of any ideological or nationalistic implications; while in China, it is likely that the emphasis of moral and affective dimensions are in attempt to pursue the benefit of the people or the nation (Yan, 2000).

Wu (1984) indicates that one of the characteristics of the dominating ideology in China is that it is closely related to politics, which is also confirmed in this study. Extensive concern of nationalism and communitarianism is propagated and emphasised, which also greatly affects the philosophy, policy and practice of education by given the premise to ‘serve for the construction of a modern country in accordance with Socialism’. And it is also believed that such ideology-valued atmosphere also significantly influences teacher’s concepts, attitudes as well as teaching style. As for pupils, it is found that during the interviews and observations pupils tended to give statements which contained ideological terms, yet whether this involves any long-term effects remains questionable and requests more further investigations.

8.3 Further Discussion

A central argument of current study is that though there have been various development in the formulation and practice of affective education in a Chinese context, many critical problems and issues also exist that hinder the general movement towards more effective affective education systems in both countries. And from the data presented in the earlier sections, it appears that there is still much work to be done to improve affective education practices in schools. And thus in this section, I seek to employ an issues- and critique-led approach to elaborate on these critical issues stemmed from the analysis and comparisons of the research data that I consider in need of further investigation and discussion.

8.3.1 The Definition of Affective Education

What counts as ‘affective education’ varies from one system to another, and thus

before we start to look in depth at the issues identified in the field of affective education, I will first examine the definition of affective education and the implications this could make as a basis for further analysis.

One of the findings in this study is that the scope of affective education is perceived in a very similar way in both countries, including concerns for pupil's personal, social, moral and emotional development, and limited inclusion of the concept 'belief'. This might result from a similar cultural philosophy as discussed earlier. Equally in each country, different distinctive features also develop, such as the emphasis of spiritual development given in Taiwan owing to the introduction of life education. Although these definitions have achieved a fair degree of agreement and recognition amongst teachers, we have to bear in mind that none of these definitions are developed on the basis of the policy at school or official levels. It appears that at both official and practical levels effective definitions of and conceptual clarity on affective education are still lacking¹³. Given the recognition for its significance and placed at the heart of the educational policy, it is crucial that there should be clarity about the meanings and scope of affective education to be followed; however, the current scene in both countries is that such statements that have appeared remain vague, general and undeveloped.

In spite of teacher's consensus for the area, it is argued that one critical factor for the effectiveness of affective education, whether it is delivered through an independent subject, or other channels, is the precise definition in the policy, articulated on the basis of solid conceptual and theoretical knowledge, as a foundation for teachers to act upon. However, the data in this study shows that neither in Taiwan nor China is

¹³ As discussed in the earlier chapter, it is the term 'holistic education' instead of 'affective education' that appears and is given emphasis in the official and school policy in both countries.

there much evidence to suggest that either at the official level or in schools, a philosophical stance to underpin policymaking is actually taken. Such situation raises the question of whether or not policy statements are mainly drawn up merely as a matter of expediency, to alleviate current problems, or because ‘we should have one’, since it appears that the statements related to affective education are seldom developed from public agreement or a whole school community, and, even when they are, they are then relegated to the school prospectus and rarely referred to again.

The concern underpinning the investigation of the definition of affective education is that an affective approach does not seem possible to schools when its precise nature has not been defined, since it is unlikely for school staff to be committed to an ideal that they have not arrived at together, let alone act on it. When the official levels or schools attempt to take a major concept on board without working it through, the result is similar to ‘playing a game without knowing the rules, or the object of the game’ (Hellwig, 1989).

8.3.2 The Place of Affect

As shown in the previous chapters, affective education is delivered through all dimensions, explicit or implicit, of school curriculum ranging from distinctive subject, such as life education and mental health education; cross-curricular themes and activities; extra-curricular activities; teacher’s affective quality; affective casework; and the whole school environment. Although through such whole school programme of affective education, various affective elements and issues can be examined directly or indirectly, this by no means guarantees that affective education can produce the effects as expected, this can be further discussed at two levels. First, the review of the ongoing reform in Taiwan and China in Chapter 4 demonstrates

that affective education is placed at the heart of the reform in both countries and the introduction of the subjects, namely life education and mental health education, can be said the direct attempt to institutionalise such emphasis in primary education. Yet, after few years of practice in both places, both subjects are still conducted mainly as the cross- or extra-curricular activities without the supportive systems, such as policy, curriculum guidelines, textbooks, and teacher training etc., being set up. Take mental health education for example, throughout the observation there was very limited practice can be seen in all the primary schools I visited in the relatively big cities, not to mention how mental health education would be disregarded in the remote areas. Respondents in this study state their ambiguous knowledge about these subjects as well as the deficiencies of relevant resources, trainings, and supports which brings up the question as to whether these subjects are mainly the “propaganda rhetoric”? If the answer is no and supposedly these subjects are given serious official concern to take care of pupil’s affective needs, then, given the findings of the research, it is hard not to worry if they have already been marginalised by the school curriculum. Echoed by the statement made by respondents that they conceptually recognise the importance of affective education yet find great difficulty to ensure its quality as a result of the heavy workload in the teaching setting, where subjects like life education and mental health education which require no exams or do not enjoy high academic status, can easily be ‘squeezed ’out of the timetable to become cross or extra-curricular activities.

The other approach, integrating affective elements with all subjects teaching, can also be problematic. To deliver affective education through integrating with all subject teaching require teachers’ competence to integrate and arrange curriculum, as well as possession of verbal and non-verbal affective features. Because it is an area

to which no clear body of knowledge can be assigned and extends across every experience children have inside schools; on the one hand, teachers need to be able to permeate affective elements into curriculum building up a connection with pupil's life experiences; on the other hand, teachers need to present the curriculum in an affective manner, as in all aspects of education, affective education in the full sense cannot be provided by a teacher who is not affectively educated. However, by reviewing the statement made by respondents, it is found that whether or not teachers in both places are capable of integrating and arranging the curriculum properly remains problematic under the circumstances that they are not given enough support and instruction concerning the subject matter; furthermore, if teachers tend to offer 'affective precepts' in an 'authoritarian' manner, which also appears as the worry of respondents in China, such affective education will just turn out to be 'affective instruction' and fail to produce any far-reaching effects to pupils.

Albeit that in chapter 6 both teachers and pupils give positive feedbacks to various affective attempts observed in the visited schools, the above concerns demonstrate the worrying future of affective education behind the current 'happy image' and have to be taken into consideration at both policy and practical levels.

8.3.3 The Institutional Features of Affective Education in Schools

8.3.3.a Management-Teaching Conflicts

Mellencamp (1992) indicates that the managerial division plays an important role in the quality of teaching without whose full support the improvement of teaching quality can never be achieved; furthermore, the overall promotion of the education efficacy relies on the cooperation between the two. An inharmonious relationship between managerial and teaching divisions can also affect the efficacy and quality of

schooling. Such statement also applies to the field of affective education which is highlighted by the respondents in Taiwan in this study. On the one hand, as discussed in chapter 6 most of the managerial positions are taken by subject teachers, these teachers feel overwhelmed by the excessive workload in dealing with both teaching and managerial responsibilities at the same time. On the other hand, teachers without taking managerial responsibilities tend to be upset by the unsupportiveness of the managerial divisions, which, according to the respondents, has enhanced the difficulty and burden to their teaching job. The factors that cause such circumstances appears disparity given by respondents, including lack of communication between two divisions; the possibility that those with managerial responsibilities either lack of relevant knowledge or only focus on getting promotion; that huge pressure is put on the managerial division by headteachers, LEAs or superior levels. Whatever it is that results in these conflicts between managerial and teaching systems, what is more significant is that both divisions recognise that the inappropriate arrangement of the current managerial-teaching dual system has affected the overall efficacy of schooling. To deal with this problem and enhance the cooperation of managerial-teaching relationships within schools, the need to introduce professional managerial staff to primary sector is widely suggested (Chen, 2002).

Although the above issues are not identified by the respondents in China, which might be owing to the ‘polite answer’ and ‘saving face’ effects, prior research suggests that in reality such problem also exists in primary schools and is regarded as one of the major problems that retards school improvement in many places (Hoh & Yeh, 2002). One possible factor is because, unlike Taiwan, in many places the right to appoint these posts still resides with the LEAs instead of headteachers, and

thus headteachers can only apply limited influence to monitor and encourage the performance in the managerial division; additionally, it seems that the school management is still a highly centralised area whose powers which have been delegated to schools are circumscribed and it is unlikely for schools to take full responsibility for school management with a free hand (Hoh & Yeh, 2002). National policies for education are established centrally and there is a long administrative chain down to the school level, each layer of which is responsible for implementing policy determined at higher levels, and thus the scope within which decisions can be made by schools remains limited. One example of the above situation is that while conducting observation in China, I had a chance to have a rather informal and ‘off-record’ chat with one headteacher who told a lot about the difficulties he, as a schoolhead, encountered in fighting with the interference of as well as the unreasonable central policies determined by the LEAs. This headteacher was regarded ‘democratic’ and ‘respectful’ by his school staffs due to his courage to constantly fight with the LEAs as well as his determination to truly actualise the ideal of taking care of pupil’s holistic needs. Although it is believed that the situation is improving due to the reform and this case might not be able to represent the general picture in China, it does imply that the problem still exists in some places. The other issue of the school management in China is that teachers normally are given very limited chance to participate in school management (Hoh & Yeh, 2002), which also implies the potential problem that the decision-making of school affairs or management is restricted to managerial staff, LEAs or headteacher only. However, whether or not this issue draws negative affect on teacher’s morale or overall performance remains unconfirmed in this study and requests further investigation to find out.

8.3.3.b Teacher-Parent Relationship

The issue of teacher-parent relationship is highlighted by almost all teachers interviewed in Taiwan. In their view, parents can be both strength and a problematic part of schools. In his classic account of the sociology of teaching, Waller (1965) called teachers and parents 'natural enemies' (p. 68), which means a fundamental difference in the way teachers and parents looked at the child. The parent has a specific interest in the welfare of his or her own child, while the teacher has to take care of the welfare and balance of all pupils. When teacher's efforts fail to satisfy parent's ideal expectation on their child, tension appears. Such statement also applies in Taiwan. In the past when the atmosphere was conservative and the majority of parents tended to be not well-educated, they seemed more approving, obedient and reliant on teacher's professionalism. However, as society develops, so do the parents since they are better educated and tend to be more interfering in classroom affairs (Sue, 1998). Yet, such situation to a great extent depends on the social class of pupil's family whose influences, according to the respondents in Taiwan, have been most widely identified as the source of major discrepancies in children's school performance and parental involvement in the school. Working-class parents have on average less time available for school visits, while middle-class parents tend to cast critical eyes on teachers, both of which have been identified as causing problem and discouragement to teachers in delivering affective education in the classroom. Zhen (2000) indicates that the conflicts appear in the teacher-parent relationship mainly result from four factors: poor communication; disagreement on parents' and teacher's responsibility; teacher's uncomfortable feeling that their teaching autonomy has been disrespected and interfered with by parents; and disagreement on the expectation of school education. To deal with these

problems, all the schools observed have attempted to enhance cooperation amongst parents, teachers and the schools by organising school open days, volunteer associations as well as parental education programmes. However, these efforts do not seem enough to diminish the gap between parents and teachers, one possible reason is that for most teachers, the chance for them to conduct direct and face-to-face communication with parents is limited, although there were some exceptional cases found in this study. According to prior research on this issue, the most common channel through which teachers communicate with parents is class association, daily diary, telephone, face-to-face discussion, extra-curricula activities and school open day, and amongst which the use of class association and daily diary¹⁴ are regarded as the most important and best for teachers to bridge a closer connection with parents (Zhen, 2000; Zhao, 1998), but it seems that some teachers either take them as routine jobs instead of a channel of communication, or simply neglect them.

8.3.4 Leadership

In this study, most teachers considered the quality of leadership as a starting point to determine the quality of affective education in primary schools, and the respondents showed crucial concern due to the dramatic educational reforms introduced in both countries. Relevant literature indicates that the style of leadership determines not only the formation, maintenance and change of school culture; but also the efficacy of any reform introduced to the school by building up a shared vision as well as influencing teacher's attitudes towards it (Poole, 1991; James, 1992), thus is

¹⁴ In Taiwanese primary school, there are two types of diaries used as the communication channels between teachers and pupils. Daily diary is the one by which pupils take note of their homework and have to show to parents everyday; while weekly diary is the one by which pupils can write anything including their own secrets to teachers, and do not need to show their parents.

reflected in this study since some respondents in Taiwan indicate that both over-ambitious and aimless leaderships can produce negative effects on teacher's perceptions and motivation for the reform. The reason underlying this situation is because the selection of headteacher in Taiwan is through a series of training course and a systematic procedure, and those who have passed the selection procedure are normally relatively young candidates and regarded as ambitious to move upward in the field. Accordingly, respondents indicate that headteachers of this type tend to be eager to produce good performance to satisfy the demand of the LEAs yet sometimes ignore the pressure and heavy workload this brings teachers. Equally, some headteachers, who, according to the respondents, are relatively older and started principalship prior to the selection procedure was developed, can also upset teachers by lacking of enthusiasm and vision in managing the school.

Such problem is also highlighted by the respondents in China who suggest that some headteachers are mainly concerned about improving the factors that can create a good image and reputation for the school, such as school management and facilities; while ignoring those that are directly related to pupil's welfare, such as improving the curriculum and teaching which teachers regard much more important. The possible factors that result in such problem might be that firstly, unlike in Taiwan or elsewhere, the selection of headteachers in China is through an unsystematic approach which greatly depends on the public recruitment or allowing those appointed by Party committees to put forward nominations for these headteacher posts, and this cannot effectively guarantee the quality of candidates; secondly, owing to the limited funds granted to each school from the LEAs, headteachers need

to collect financial resources from parents or other private sectors by raising the school's reputations in order to attract more funds for school improvement. These two reasons exacerbate the discrepancy of focuses on which headteachers and teachers seek to change in the ongoing reform. Despite such discrepancy, prior research identifies that both headteachers and teachers recognise the need for improvement of school management and a growing numbers of headteachers start to value long-term plans and visions for school development as well as invite more teachers' participation in decision-making in school affairs (Hoh & Yeh, 2002), which is regarded beneficial to the promotion of affective education in primary education.

8.3.5 Teacher's Concept and Attitude

It is widely recognised that, for better or worse, teachers determine the quality of education (Barber, 1995; Rau, 1996; Jien, 1997). As teaching goes, so goes the nation. Teachers are given responsibility to interpret and enact educational policies, curriculum and instruction; furthermore, they are the human point of contact with students. Intentionally or not, teachers shape the character of their students and influence the character of society. As a result of that, teaching can be said 'a social and a moral enterprise' (Clark, 1995), and the factors of who the teacher is and what the teacher does to a great extent influences on the quality of the delivery of affective education (Sun, 2000).

Many researches have been conducted to investigate the constituents that makes a good teacher, and amongst all factors, teacher's affective quality as well as the ability to make the classroom as an arena with positive human relationships (Clark, 1995; Hou, 2001). This findings is given a wide recognition by the teachers

respondents in both Taiwan and China, as all the teachers interviewed emphasise the importance of possessing 'affective characteristics' such as love, care, patience, respect, understanding, openness, flexibility and many others. Furthermore, the relevant literature indicates the importance of the extensive knowledge teacher should possess towards teaching, which is also echoed by teachers in both places by emphasising the need to adopt various creative and interesting teaching strategies that can enhance pupil's learning motivation. Pupils interviewed in this study also sketched the image of 'an affective teacher' along the same lines by identifying that the teacher should be a warm, friendly, and supportive figure who can respect, help and treat every pupil fairly, and be able to present the class session in a creative and entertaining way.

The attitude and concepts teachers hold towards teaching, which is brought up by respondents in China, is also regarded as a decisive factor to affect the quality of affective education (King, 1978; Clark & Peterson, 1986). Respondents in China acknowledge the situation that generally teachers tend to be 'authoritative' in the classroom, although unconfirmed by pupils in this study, indicate the need for the majority of teachers to renew their attitudes and concepts towards teaching jobs. Prior research findings indicate that in some areas, the insufficiency of the overall quality of teaching staff is regarded as the major problem that impedes the improvement of education efficiency; and a significant amount of teachers still take pupil's cognitive learning result as the priority of school education (Hoh & Yeh, 2002). One possible reason underlying this situation might be due to the imperfection of the staff appointment and evaluation systems (Lewin *et al.*, 1994). One example of such problem is that almost in all schools, some older teachers, who often have poorer teaching attitudes, quality, and fewer hours of teaching than others,

still retain high rank titles and salaries. However unqualified they might be, they cannot be dismissed, as the older teachers have nowhere to go and are the responsibility of their work units. Another example is that some unqualified teachers are the relatives of high ranking officials who have entered the teaching profession through illegal way, and they cannot be safely dismissed either (Lewins, 1994). These older or unqualified teachers influence the school culture and the overall teaching result. Although the situation has been improved in advanced areas, such problem is still the case in many places. As discussed previously, the ideological atmosphere permeating in society might be another reason resulting in this problem, since under the communist society, the traditional image of ‘iron rice bowl’¹⁵ towards teaching job which deters the change for talented teachers to get promoted, also constrain teacher’s motivation to improve their teaching quality. As a result, the need to enhance the overall quality of teacher training through teacher’s education and in-service training, as well as design an applicable evaluation scheme is emphasised by teachers (Ho & Yeh, 2002), which is also highlighted by all the respondents in Taiwan owing to the inadequacy teachers feel to cope with the abstract and broad scope of affective education.

8.3.6 The Reform

As discussed in chapter 4, the introduction of the ongoing reforms in both countries resulted from an attempt to reverse the prior over cognitive-oriented scene in the primary sector. Although such official intention is appreciated by the public, in reality, its launch also produced a great deal of confusion, dilemmas and problems at the practical level. First of all, whether or not the body of the reforms themselves are

¹⁵ The ‘iron rice bowl’ is the popular term in Chinese society used to describe jobs in the government, schools or places where employees can work for all their life without worrying to be suspended, and can get relatively well paid.

based on the benefit to pupils is debatable. According to the statement collected from students, it is found that they generally feel growing learning pressure and are given increasing homework, and some teachers in China even pointed out the situation that a growing numbers of pupils felt antipathy towards school education, which all imply that the reforms might have produced a greater learning burden to pupils that they are not happy to deal with. It is not clear that whether the increase of schoolwork would benefit pupils, undeniably they have significantly affected pupil's perceptions towards schools in a negative way. One example of such statement is that in this study, although generally enjoying schools life, some pupils expressed that they would enjoy more if these activities do not produce more exams or homework. The other example is that many initiatives introduced in these reforms are performed through the competitions amongst classes, which does not necessarily meet the interest and need of pupils yet sometimes becomes a competition amongst teachers. These examples indicate the possibility that, the introduction of some new initiatives and activities in response to the reform might have failed to take into consideration of pupil's voice, feelings and affective needs, as well as overlook the fact that children's learning is more important than teacher's teaching (Blyth, 1988).

Secondly, it is argued that any educational reform can never omit the recognition of the result that teacher's perceptions, attitudes and full participation can produce. As the frontline deliverer of knowledge and values, as well as the coordinator of resources, teacher's attitudes towards change play a decisive force to determine the outcomes of the reform (Rutherford, 1986; Boyer, 1988; Tunk, 1997). However, the data obtained in this study reveals a discrepancy between the above statement and reality. The majority of teachers are provided with rather ambiguous guidance, and insufficient preparation and support by the official level in both countries.

Furthermore, a significant amount of Taiwanese teachers feel confused and uncertain about the reform and acknowledged the existence of wide gap between their expectation, the conceptual recognition towards the reform, and what has actually happened in reality. It seems that these data suggest that the reforms have affected teacher's morale and also pupil's perception towards school life. Relevant literature indicates that there exists a close connection between pupil's overall performance and teacher's morale that they perceive (Mellencamp, 1992). In this study, some Taiwanese pupils have shown an awareness about the negative impact the reform has had on teacher's job and morale, these perceptions suggest that the current mood of teacher would affect pupil's affective development.

Thirdly, the total organisation of the school should also play a crucial role in promoting affective education in the reform by trying to organise the school in a way to ensure that the changes effect forward the purpose of affective education. In other words, school members must try to create a climate in the school of such a kind as to ensure not only that the change does not hinder but that it actually contributes to the affective education of pupils. From this perspective, despite various practical changes and new initiatives that have been attempted in schools visited, whether or not the whole organisational climate as well as operation are supportive to pupil's affective development needs further investigation. In Taiwan, evidence shows that the introduction of the reform to some extent resulted in the aggravation of existing problems such as conflicts between teachers, managerial division and parents, and teacher's high uncertainty and low morale. In China, although respondents did not elaborate much about these issues, the fact that teachers have vague knowledge about the reform, as well as the prior research findings indicating that a significant amount of teachers consider the development of their schools deviates or does not

reach the requirement of the reform (Hoh & Yeh, 2002), might indicate that the overall development of the organisational change towards affective education is not as satisfactory as expected. There exists a gap between the rhetoric, reality, and teachers' and pupils' perceptions of the ongoing reforms in both countries.

In response to the problem, if we aim to bring changes to every member of school, it is argued that school itself needs to be changed and innovated. As Beer *et al.* (1990) suggests that individual behaviour is powerfully shaped by the organisational role that people play and, therefore, the most effective way to change behaviour is to put people into a new organisational context which imposes new roles, responsibilities and relationships on them. Once an organisation has defined new roles and responsibilities, people need to develop the competencies to make the new set-up work. Then changes in roles, responsibilities and relationships will foster new skills and attitudes. In the light of his ideas, the best way to improve the affective environment of schools, teacher's affective attitudes, and pupil's affective development significantly depends on the establishment of whole affective organisation within schools, and thus this aspect might be the area where schools need to work for more for the promotion of affective education.

8.4 Summary

The examination of the place of affect in primary education in Chapter 2 suggests that affective elements can be translated into all dimensions of school curriculum. The data collected from empirical research demonstrates that there appears a great similarity in the place of affect in primary education as well as teacher's and pupil's views, though there also exists some differences. Although these endeavours were considered necessary and given significant recognition by teachers, at practical level,

teachers in both countries feel varying degree of doubt, uncertainty, pressure, and confusion in delivery of affective education in the schools. Generally, the ideological factors from which the systematic, curricula, pedagogical and perceptual output stem are considered as the fundamental reason underpinning these differences

Finally, in the second half of the chapter, a further discussion has been presented in terms of some issues and phenomena which are identified influential on the undertake of affective education in primary education, and some suggestions have been made in the light of these analyses.

Chapter 9

9 Discussion and Conclusion

9.1 Introduction

The focus of this study has been on the investigation into the nature and development of affective education in the Chinese context, the differences and similarities in the way it was translated into primary education, and how it is perceived by teachers and pupils in Taiwan and China. In this study, the term ‘affective education’ refers to both the planned learning experiences and the hidden curriculum within educational processes that promote the affective development of students, and based on this definition, an investigation was conducted in a total of twelve primary schools in Taiwan and China using a case study approach. The investigation consisted of five stages. First, some psychological theories of affect were reviewed in an attempt to explore what the definition and the scope of affective development is, its implication for education, and some models of the place of affect in it; and some Chinese literature was reviewed in terms of different approaches to affective education found in a Chinese context. This was followed by the examination of the how affect is perceived in Confucianism, a key philosophical influence on the culture of both countries in this study, and its impact on affective education in Chinese context. After that, the evolution and practice of moral education in both countries which was influenced by Confucian culture was considered, and school guidance systems which were introduced from the US, were examined, as these were seen to be the most obvious early manifestations of

affective education in these two countries. It was then followed by the detailed introduction of the recent ongoing reforms in both countries, as they represent the latest evolution of affective education and the context by in this study is conducted. Finally, the current picture of how affective education is delivered and perceived in twelve primary schools in both countries was investigated, and the data generated by this investigation was analysed.

In this chapter the conclusion that can be drawn from the findings presented in Chapter 6 and 7 will be discussed. It starts with a brief review of the research methods and its limitations, followed by the presentation of research findings and some analyses in order to answer the research questions raised in Chapter 1 and 5. Finally, the implications raised by the findings and analysis will be considered, and the need for more research into this important yet unexplored area of primary education is stressed.

9.2 Review of Research Method

9.2.1 A Brief Review of Methodology

The study was conducted using a case study approach which sought to portray the realities of how the affective education is translated into primary education, and obtain the perceptions of teachers and pupils towards these realities in a Chinese context. In order to avoid the bias of researchers and provide a complete triangulation of the test data, the original research methods planned involved the use of both qualitative and quantitative approaches in the initial stage of the research, in which four methods were to be employed including the review and analysis of documents; interviews with teachers, pupils and other practitioners; observations of

classroom sessions, activities and programmes relevant to the topic of the study; and self-completion questionnaires for teachers and pupils asking how they perceive the concepts of affective education as well as various relevant school activities. However, owing to the occurrence of several unanticipated problems which raised concern about the appropriateness of quantitative methods, the combination of qualitative and quantitative approaches appeared problematic. Firstly, an unaffordable amount of payment was requested for the administration of questionnaires in China; secondly, the use of questionnaire surveys does not serve much popularity with teachers in Taiwan and accordingly the quality of the data can not be guaranteed; thirdly, the typical 'saving-face' Chinese culture might also prevent teachers from answering truthfully and thus affect the accuracy of the data. These issues resulted in a further considerations of the research methods, and as a result of these concerns as well as the strength that qualitative approach possesses the researcher determined to restructure the study and use a purely qualitative approach.

One of the most significant advantages of applying a qualitative methodology and employing different sorts of techniques to investigate the issues with the same group is in achieving a comprehensive and rich picture of the cases. Throughout the research, observations conducted in sample schools provided the baseline data for this case study. They revealed various school initiatives that involving affective elements. Interviews with teachers, pupils, schoolheads and those with relevant knowledge then further demonstrated their perceptions towards these school initiatives and affective education. These multiple sources of evidence, combined with multiple methods of data collection, checking the same phenomenon in different settings, checking the correctness of the interpretation of the data with

respondents, and inviting relevant professionals to review the data and provide critical feedback to the investigation and data, facilitated triangulation in order to avoid the effect of researcher's subjectivity.

Throughout the conduct of empirical research, the major difficulty came from some 'saving-face' culture that is deeply rooted in Chinese society; this is especially the case in China. All the observations conducted in China were arranged as the 'performance' of classroom sessions delivered by so-called 'awarded' teachers and experimental classes especially selected; interviews with teachers and pupils were also conducted in the way of groups with the presence of schoolheads; both circumstances risked the authenticity of the data collected. To ensure the quality of data, the follow-up interviews were then conducted, and interviewees from the original observations and interviews were invited to participate in an individual interview basis. In order to obtain more data as well as feedback to the investigation, snowball techniques were used in inviting more practitioners to offer their comments to the research issues.

Throughout the research, ethical issues were given careful attention in all cases. Before any empirical research was started in any schools, the outline of the research as well as ethical issues were explained to the interviewees; and this was re-emphasised at various points in the ongoing research process. The researcher was also double checking with the interviewees in order to ensure a clear and accurate understanding of their statements.

In sum, having used different methods to explore the various affective education initiatives in the primary sector as well as teachers and pupil's perceptions in Taiwan and China, the researcher not only gained a detailed view of affective education in

each place, but was also able to make the comparisons in terms of similarity, and differences as well as the factors underpinning these circumstances in both countries.

9.2.2 Limitations of the Research

It has to be acknowledged that although the process through which the study was undertaken and the thesis was produced, a significant amount of investigation and considerations was involved, several factors still emerged which were identified as the limitations of the study.

9.2.2.a Theory

Insofar as the theoretical foundation is concerned, in this study, I have tried to explore the meaning and function of affect from a pure psychological point-of-view; this then followed by the investigation of what implications can be drawn from social constructivism for primary education; also some models by which the place of affect can be examined in school education are presented. Yet, it has to be acknowledged that the term ‘affect’ is such a sophisticated idea that it connects to all aspects of human life, and thus in addition to the psychological explanation, there also exists much research and many articles concerning the same topic from other viewpoints, such as sociological aspect, philosophical aspect, cultural aspect, which are not included in the discussion of the current study. Consequently, it is suggested that in the future research with relevant discussion, the theoretical framework could be expanded with the discussion of the above areas.

9.2.2.b Research Design

Besides the potential modification of theoretical framework, certain limitations to the research design which need to be borne in mind when analysing the findings in

the current study.

9.2.2.c The Nature of Case Study

To begin with, this study provides data of twelve schools which was limited to those in the urban area in both Taiwan and China, while those in the remote districts were not included. This decision was a compromise owing to the fact that gaps of conditions between schools appear of great significance in China, since a significant numbers of schools in the poor areas could hardly afford to run daily schooling, let alone extra initiatives concerned with pupils' affective dimension; although this situation also applies to Taiwan, the differences between schools are not as great as those in China. Considering the approachability and researchability of schools, as well as the limitations of time and finance of the researcher, the final decision then was made to focus on the schools in urban areas which had similar conditions and quality, and have undertaken some initiatives in affective education. However, it is also recognised that the sample schools chosen under this limitation could only have a limited representativeness, since China is such a vast land that the majority of schools are not necessarily equipped with as good conditions as those in sample schools. Consequently, it is likely that the comparison and findings could have been more significant if the gaps between affluent and poor areas were included as a variable of the empirical research.

9.2.2.d Selection of Samples

Owing to the cultural characteristics, the classes observed, and teachers and pupils interviewed were mostly selected through special arrangements by schools instead of random choice in both places. Furthermore, as a result of this, I could only observe

using a non-participatory approach giving limited chances to interact with pupils freely. It has led to the risk that the reliability as well as validity of the data remains debatable.

9.2.2.e Observer Effect

Although I conducted the observations of the classroom session and other activities using a non-participatory approach, it cannot be denied that teachers and pupils were still aware of my presence as a researcher. And accordingly, how far my presence affected the data collected was an issue which needs to be acknowledged. Throughout the process of observation, I tried to keep a low profile at the rear of the classroom, yet it appears that some pupils still could not ignore my existence and kept on turning round. Although I tried to retrieve the reliability and validity of the data by interpreting their statements carefully, it is acknowledged that some degree of researcher effect must be taken into consideration.

9.2.2.f Research Findings

In this study, throughout the conduct of empirical research, the evaluation systems used for affective education in primary education was not investigated due to the following reasons: firstly, it is widely recognised that there exists a huge difficulty to evaluate the efficacy of affective programmes and curriculum, the progress of pupil's affective performance and development, the qualification of teacher's affective attitude, and the overall affective characteristics of schooling. Secondly, compared with other countries such as England, the history of the development of affective education and the establishment of relevant systems in Chinese context is relatively shorter. Not only is the overall concept rather vague, but also the relevant operations

in school education are incomplete and unsystematic. As a result of the lack of theoretical knowledge as well as the practical operation that can be examined, I then decided that the examination of assessment system would not be included in this study.

9.3 Overall Research Findings

9.3.1 The Historical Review of Affective Education in Chinese Context

The discussion of the historical evolution of affective education in Chinese context begins with the investigation of how Chinese culture is influenced by the philosophy of Confucianism, which has a highly moral orientation. The influence of Confucianism has resulted in an emphasis on collectivism in accordance with its ideas of moral hierarchy, where people are expected to abandon their uniqueness, feelings, opinions and interests for the sake of the benefit of the group. On the basis of such philosophy, Chinese culture has been introverted and so has the affective dimension of Chinese people, which also resulted in the fact that moral education was highly valued and yet the emotional and personal development of children was very much neglected in school education for thousands of years till very recent contemporary history. Even when in the mid 20th century, Chinese society was separated into two regions based on opposite political stands and economical systems, moral education still remained central and dominated the educational scene with its collectivist and nationalistic ideologies in both Taiwan and China. During this period, moral education was given major affective responsibility, yet it mainly focused on the production of eligible workforce for the nation and thus the affective needs of individual pupils were never given serious attention in spite of the fact that the statement of ‘enhancing pupil’s holistic development’ was always been listed in

the relevant policy as the priority of primary education in both countries. It was not until the time when educational psychology was introduced to Taiwan from the U.S that the affective responsibility was shared by the implementation of school guidance. However, such development did not bring about too much change to the original 'moral atmosphere' in the primary sector and this was criticised as 'mainly rhetoric'. Such unbalanced education in both places left children's mental health ignored which was seen as resulting in the increase of various problems of pupils. As a result of that, from 1980 onwards, a variety of initiatives and reforms were introduced in both countries, in order to re-emphasise the affective responsibility in school education as well as take care of the holistic development of pupils. Recent reforms, 'quality education' in China and 'nine-year-joint-curriculum' in Taiwan, have focused on a concern for pupil's all round development, which can be seen as representing the affective concern of primary education currently and the research context in this study.

9.3.2 Empirical Research

In this section, the research questions, presented in Chapter 1 and 5, will be restated and answered with the findings of this research.

9.3.2.a What are the affective aims set to primary education whereby primary schools develop their own affective education in Taiwan and China?

Great similarity appears concerning how affective aims are perceived in the policy in both countries. The research findings demonstrate that it is the concern for pupil's holistic development that predominates in the body of affective aims at both official and school levels in Taiwan and China. By reviewing the evolution of relevant

educational policy, it was found that the concern for pupil's holistic development is always emphasised, however, due to the political issues (see chapter 7), such concern was not given serious concern until recent reforms introduced in both countries. Another similarity appears concerning the coverage of holistic development defined in both countries, in Taiwan, it involves 5 key dimensions including virtue, intelligence, physical health, sense of collectivism, and sense of aesthetics that were emphasised in the earlier policy, and in the current reform, 10 basic competencies have replaced prior 5 key dimensions to cover the range of holistic development in Taiwanese context; while in China, it is also 5 key dimensions that represent the holistic development, including virtue, intelligence, physical health, sense of physical labour, and sense of aesthetics. And these affective aims were also found to have been greatly translated into school policy at primary level in both countries.

9.3.2.b In what way are these aims translated into primary education in Taiwan and China?

The findings in this study demonstrate that the approaches by which the affective aims are realised in primary education in Taiwan and China show great variety and can be categorised into 4 dimensions: developmental and preventive curriculum, reactive casework, affective teaching attitude and skills, and Institutional features. The term 'developmental and preventive curriculum' refers to the distinctive subjects, namely life education in Taiwan and mental health education in China, various explicit or implicit curriculum, and cross- or extra-curricula activities that take place to foster pupil's all round development. The term 'reactive casework' refers to teacher's tutorial responsibility and distinctive guidance programmes

undertaken in schools, namely ‘an integrated assistance system for instruction, discipline and guidance’ and ‘adoption and guidance programme ’ in Taiwan and mental health education in China, which mainly focuses on the remedial aspect of affective education. Moreover, most respondents in both places also stressed on the importance of how teacher’s affective quality and teaching skills can impact on pupil’s affective growth. Finally, two institutional features, including physical settings and school ethos, which represent the hidden curriculum that schools deliver to pupil’s affective development, are also identified in both countries.

9.3.2.c What are teachers’ perceptions with regard to how the affective education is perceived

Generally all the respondents in both countries agree with the scope defined in the working definition in this study, except the appropriateness of including ‘belief’ and that some Chinese respondents suggested the inclusion of moral concern. Concerning teacher’s own conceptualisation of affective education, all respondents identified that affective education is involved with the enhancement of pupil’s personal, social, emotional and moral development; yet due to the impact of some concepts introduced in the ongoing reforms, some Taiwanese teachers also emphasised the need to concern pupil’s spiritual education; while Chinese teachers gave special concern to pupil’s self-esteem.

9.3.2.d What are teachers’ perceptions with regard to the need for the operation of affective education

The need to give more serious concern to affective education in the primary schools is widely recognised by respondents. A major reason for this is the rapidity of social

change that has taken place in recent years, which has dramatically changed cultural, moral and social values and had negative effects on pupil's all round development. Apart from that the heavy learning pressure placed on pupils in both places not only highlights the fact that schools main concern is which pupil's cognitive development, but also affects pupil's mental health. Also the dropping birth rate in both places, especially the 'one-child policy' in China has resulted in changes in family upbringing and affects young children's overall development. These three interrelated factors were seen as affecting pupil's affective development, which resulted in more worrying problems such as the increasing amounts of criminal, disruptive, violent events committed by young pupils. Some Taiwanese teachers also considered the increasing workload placed on teacher's shoulders has affected the teaching quality and indirectly resulted in the neglect of pupil's all-round needs. Accordingly, the significance of affective education is highlighted by all interviewees in both countries.

9.3.2.e What are teachers' perceptions with regard to their feelings about pupil's affective qualities

Teachers in both Taiwan and China emphasised the worry that pupils are facing serious developmental crisis. In Taiwan, respondents identified the developments of pupil's emotional, moral, interpersonal and spiritual aspects as having been affected negatively for the reasons stated above; they then further highlighted the need for pupils to be helped improve their moral characters and emotional competency. In China, teachers regarded the deterioration of emotional state as the most worrying problem, which further resulted in the inadequacy of personal and social and moral development, and accordingly, pupil's emotional and moral developments were

specified as those needing urgent and special concern.

9.3.2.f What are teachers' perceptions with regard to the effectiveness of the methods and techniques used for the delivery of affective education?

As presented in Chapter 6 and 7, teachers in both Taiwan and China agree with that affective elements can be delivered through all aspects of schooling, ranging from the curriculum, reactive casework, teacher's attitude and skills, to general ethos of school environment, and that pupils generally enjoy these activities. And it also appears that teachers in both countries try hard to pay more attention to look after pupil's affective needs through fulfilling their daily teaching responsibility. However, a significant number of these teachers expressed their worry that the increasing workload caused by the ongoing reforms has gradually affected the overall effectiveness of their teaching performance preventing them from paying as much attention to pupil's all-round needs as they used to.

9.3.2.g What are the difficulties or supports that teachers encountered in the process of implementing affective activities?

As presented in Chapter 7, the difficulties teacher encountered when delivering affective education in the teaching context show great similarities in Taiwan and China, including ambiguous policy, inappropriate leadership, parental disapproval, and insufficient resources. In terms of country specific issues, respondents in Taiwan drew attention to a time issue as well as conflicts occurring between teaching and managerial dimensions within the schools; while teachers in China considered the problem of oversized classes has affected their teaching quality. Despite the difficulties and problems highlighted above, some respondents also mentioned the

encouraging support offered by parents, leadership and colleagues in both countries.

9.3.2.h What are the needs teachers require in the process of implementing affective activities?

Regarding the support that teachers need most when delivering affective activities, the need for more training programmes and resources is widely highlighted by all respondents in both countries. Although there are various programmes and resources available, according to the respondents, most of them either fail to meet teacher's real need or are not well-organised. Teachers in Taiwan also specified the need to cut down the workload, as most of them pointed out the worry that the overburdened workload has already affected their overall teaching quality; while teachers in China highlighted the need to enhance the communication channel between teachers and superior levels, as well as introduce structural and conceptual changes to teachers, schools, LEAs and public opinion.

9.3.2.i What is the relationship between affective education and the ongoing educational reform?

As we saw in Chapter 7, a great similarity appears in terms of how teachers perceive the relationship between affective education and the ongoing reform in both countries. Although acknowledging the good intention as well as the concern of pupil's affective development that underpin the reforms, teacher's perceptions towards how these reforms can benefit the conduct of affective education fall at two extremes: pessimistic and optimistic. Those holding pessimistic views consider that the ongoing reforms are introduced on the basis of vague policy, and incomplete facilities, insufficient preparation, and thus will either produce limited benefits or

damage the delivery of affective education in schools, since a significant amount of respondents regarded these reforms have produced problems which have made the already existing difficulties worse. On the contrary, those who hold optimistic views, although acknowledging the various problems derived from the imperfection of the system, claim that the reforms have to some degree brought about conceptual changes to teachers thinking and these chaotic states are just a demonstration of a transition stage through which teachers, government and the public are exploring ways of cooperation.

The other issue stemmed from the introduction of the ongoing reforms is the conduct of life education in Taiwan and mental health education in China. Like the reforms, teachers' perceptions towards these two subjects fall at two extremes, yet, what is clear is that currently these two subjects have limited development in primary education in both countries, due to the fact that they are still at the initial stage with relevant policy, guidelines, curriculum and other systems unestablished, and teachers appear to have limited knowledge about these subjects. What is worthnoting is that life education is considered as sharing similar coverage and definition to those of affective education conceptualised by Taiwanese teachers. Whether dealing with the reform as a whole or a single subject related to affective education, teachers in both countries stressed the need for support and resources

9.3.2.j What are pupils' perceptions towards the affective environment their school is? What do they like or dislike about their schools?

As we saw in Chapter 7, generally pupils enjoy daily schooling, and find it interesting and enjoyable in both countries. Throughout the observations, interviews, and informal chat with pupils, the data collected demonstrates that pupils seemed

enjoy the class sessions and appeared happy during the break or on the playground. Although it was mentioned in chapter 5 that the observation sessions in China, or even in Taiwan, are to some extent specially arranged performances which might influence the quality of data, however it is believed that the direct, explicit or implicit reactions and behaviours of children can not be specially arranged and thus the positive reaction and feelings of pupils towards school life represents what they really think. However some teachers in both places raised a concern that pupils seem to enjoy school life less than they used to do due to the explicit or implicit impact of the reforms, and some respondents in China highlighted the appearance of antipathy pupils have towards school education, which remained unconfirmed by pupils in this study.

Most pupils in both countries identified what they like about schools including interesting curriculum, comfortable school environment, and teachers; some pupils in Taiwan particularly clarified that it is the quasi-extra curriculum which do not produce more learning burden that they like, furthermore, they also enjoy the harmonious peer and teacher-pupil relationships within schools. What brings out more implications is that the quality pupils like their teachers to have include the characteristics of being 'funny', 'caring', 'patient', 'fair', 'humorous', 'kind', 'creative', 'friend-like', 'supportive', 'helpful' and 'trustworthy', all of which belong to affective realm.

Yet some pupils also expressed their frustration towards some aspects of primary education, in Taiwan pupils indicated that they dislike the overburden homework, difficult teachers and the pressure of teachers that pupils perceived; while in China, some pupils clarified that they disfavour the increasing amount of homework, or

classmates.

9.3.2.k What are pupils' perceptions towards the affective activities implemented at schools? How do they like those activities?

The data presented in Chap 6 and 7 demonstrated that pupils generally enjoy various activities or curricular implemented at schools in both Taiwan and China. Yet some pupils in Taiwan clarified that they would enjoy more if these curricula and activities do not produce more exams, homework or other learning burdens. Echoing the statements pupils made to the prior question, it seems that, although pupils have always given significant amount of learning pressure and homework, the undertaking of the ongoing reforms has produce more pressure and burden to pupils, which pupils themselves have perceived. In China, generally pupils showed positive reaction and seemed enjoying the class sessions throughout the observations. The data collected from interviews also demonstrated that comparing with those in Taiwan, pupils in China enjoy a wider range of subjects, whether they are 'key subjects' or 'quasi-extra curriculum'.

9.3.2.l In what ways does the practice of or teacher's and pupil's perceptions toward affective education differ in Taiwan and China? What factors underpin any perceived differences?

In this study, it was found that despite the differences between the two education systems and the pathways the development of affective education has followed in each country, striking similarities appeared in terms of the delivery of affective work and teacher's and pupil's perceptions towards relevant issues. This could be attributed to the fact that the vast majority of the issues addressed in this area are

universal rather than culture-specific. As Lang (1995) has shown, affective education is an international phenomenon and manifestations of it have been identified in a large number of countries and education systems, including in Chinese context. In Chapter 2, it was mentioned that the current study was based on the theories of social constructivism and believed that affect is mediated by cultural expectations and the social environment. In Chapter 3, we reviewed the cultural foundation which both Taiwan and China were derived from, and the similarities caused by cultural influences also appeared in Chapter 6 and 7, while the moral concern is still given significant emphasis by all respondents in both countries.

On the other hand, such cultural differences also result in the differences found in this study. As we see in Chapter 6 and 7, only few differences were identified, such as the way the affective policy was issued, the managerial-teaching conflicts in Taiwan, the increasing emphasis spiritual development is given in Taiwan, some structural features, and the highlight of nationalism in all aspects of primary education in China. These differences, whether at the policy, conceptual and practical levels, are mainly attributable to fundamental divergence of ideological values and political beliefs in both countries.

9.4 Recommendations for Future Studies

Though the current study is by no means exhaustive it breaks new ground in that compares actual practice as well as teacher's and pupil's perceptions towards the current topic in the primary schools in both Taiwan and China, places where call for greater mutual understanding have as yet had limited effect on the primary sector. Thus a researcher who has some knowledge of affective education as well as educational practitioners in both places, I would like to suggest possible areas for

future work on the basis of the findings of current study.

Firstly, there is a need for further investigations into what pupils perceive the affective responsibilities of their teachers and schools should be. The data presented in this study offers some insights into what pupils expect from their teachers, which though not specifically is still closely related to teacher's affective responsibility. In order to provide the sort of education that meets pupil's affective needs, a more detailed investigation on what pupils expect of their teachers well as what they wish to obtain from schools in both places would be necessary.

Secondly, as stated previously, evaluation is the area which is not covered in the current study. Yet, I believe there exists a need to research how assessment systems in relation to affective education function in the primary sector in both countries; the procedure by which these systems are formulated as well as the criteria underpinning the systems; and the overall evaluation of pupil's affective development, teacher's affective performance as well as the efficacy of various practices of affective education at both school and official levels. Such investigation would be able to offer policy makers, curriculum designers and teachers clearer ideas of the efficacy of their endeavours.

Furthermore, there is also a need to undertake such an investigation at the secondary level, since pupils at this age are in their puberty with drastic personal, social, moral and emotional changes taking place, yet very often their affective needs are not well catered for owing to the overwhelming learning pressure for future entrance examinations in both countries. As a result of this, research on affective education in the secondary sector, including all the issues addressed above is needed for enhancing secondary pupil's holistic welfare.

9.5 Personal Thoughts

Throughout the conduct of empirical research, what highlights the significance of the current study is not only the knowledge about and insights into the reality of primary education and people's perceptions in relation to this, but also the enhancement of attitudes, knowledge, and skills that the researcher obtained in terms of dealing with cultural differences. As explained in Chapter 2 some difficulties stemming from cultural differences appeared and affected the undertaking of the research. Coping with these cultural differences is not only a test to my capability of conducting research, but also a challenge to my emotional and physical perseverance, as each day new unanticipated problems emerged which were beyond my control. These problems, resulted from differences of ideological basis, cultural values, systems, and people's attitudes, require various skills as well as attitudes to deal with which I gradually learned and assimilated from frustration and failure by constantly reviewing and modifying my research process. Some examples are that people in China tend not to have the habit of making long-term plans, and seem to have different research culture, including different way of making critiques, references, and polite statement etc. The practical knowledge, together with the data collected from the empirical research, are both the most important findings obtained in the current study.

9.6 Concluding Remarks

The intention of the current study has not been to provide a complete picture nor the solution to the problem of affective education, but to raise awareness. I believe that once we understand and can convey what affective education in the classrooms, schools and official levels actually looks and feels like, we have a foundation to

build one; once we have identified the aspect of every teacher's views about affective education, we have our starting point. And this is what the current study aimed to achieve.

The main findings of this study indicate that although the term 'affective education' seemed to be introduced from western concept, teachers in Taiwan and China have established a consensus and shared definition of the term suitable to a Chinese context. And it seems that the importance of affective education has been recognised in both countries and efforts to have been made to integrate it into all aspects of school life, including the curriculum, extracurricular activities, and the organisational culture., although primary teachers seem to lack sufficient support and encounter difficulties in this area, the present research found ample evidence that they strive to meet the all round needs of their students, and to make a positive contribution to their affective development. However, the findings suggest that much more has to be done if affective education is to be given a firm and secure status in the education system in Chinese society, and to achieve this, it requires the coordination of all the different elements instead of teacher's own efforts alone. In line with this statement, as a researcher, a teacher of some disadvantaged children, a young participant of the educational systems in Taiwan and China, as well as an ex-member of the Ministry of Education in Taiwan, I would like to add some personal thoughts at this point.

As mentioned in the previous chapter, I have always believed that every kind of education is some form of affective education, because the word "education" itself is closely related to the formation of feelings, values, beliefs and attitudes; thus in one way the problems occurred to affective education represent those of the whole

educational system. In terms of this, the problems presented in this study that confused teachers while delivering affective education in the classrooms also represent the difficulties teachers encounter in dealing with educational system as a whole. For many years, teachers have been struggling between the policy, curriculum and expectations from the 'upper' level, and the living children, their needs and development, and parent's expectations from the 'bottom' level. The huge gap in expectation between these two levels usually put teachers in a difficult situation. Since it has long been criticised that the policy makers, who are from the upper level of the hierarchy, lack understanding of the real needs of teachers and pupils, moreover and worst of all, they do not are not motivated to understand. Teachers have always been expected to be the one to execute the policy, deliver the curriculum and be responsible when poor results appeared; yet, as the one who knows pupils most and have the closest contact with as well as the most powerful influence on pupils, they are normally given very limited chances of participating in the process of policy making, both at school and official levels. Here I would like to raise an example of my own experience to illustrate this problem. During the past 3 years, I have had many chances participating in the policymaking and design of the curriculum of 'nine-year-joint-curriculum-reform', and during these processes, some genuine structural problems were found. One of which is that the procedure by which either the 'policy making committees' or 'curriculum guidelines committees' are selected is problematic. At the moment it is the way of recommendation by well-known academics, officials, or teachers that is adopted to select the committee for the making of the national policy, which results in a great risk that the suitability of the qualification of these committees can never be assured. From my own observation, many of these committees might have good reputations in their

professional fields, yet whether they have sufficient knowledge of policy making, curriculum designing, pedagogy, or teacher's and pupil's needs is debatable. The other problem is that although there is a regulation about that a certain proportion of committee members should be teachers, they are always the minority of the committee and whether or not these teachers can represent most teachers is questionable. It is under such circumstances that the ongoing 'nine-year-joint-curriculum-reform' was made and launched. Unfortunately, this reform ended up with a big demonstration organised by thousands of Taiwanese teachers in conjunction with the academics on the 28th of September this year, Chinese Teacher's Day, protesting against various unreasonable and unpractical policies by the government put in this reform, as well as the risk this reform so far has produced to the quality of teaching and the overall development of pupils. It has to be acknowledged that I made the above statement on the basis of the Taiwanese perspective; however, I believe that similar problems also exist in China. Although I have not yet had a chance to investigate this issue with sufficient on-site long-term observation, I believe the opinion about the need of communication system from some teachers in such a society that is highly reserved and values 'saving face culture', can to some extent imply the urgency of this problem. Such conceptual gap, deficiency of mutual understanding and communication as well as the adoption of top-down approach of policy making, in my view, would be the biggest concern in terms of both affective education and education as a whole. In the end of chapter 8, I referred to and adopted Beer et al's idea that the best way to change individual's behaviours is through the organisational change; once people are put in a changed organisation and given new roles and responsibilities, the innovation of skills and attitudes will then be fostered. Here I would like to extend this concept to the

problems stated. I believe all the problems and difficulties identified in the previous chapters are in fact caused by the disorganisation of the wider educational systems. And accordingly, only when the policy makers realise this and introduce an innovation to the whole system, can schools improve the overall efficacy and quality, teachers change their attitudes and perceptions towards teaching, and pupil's holistic needs be taken into serious consideration.

It has to be acknowledged that the current study offers no more than an initial understanding of the field and further research is needed to extend the present findings and explore the topic that can not be looked into in the current study due to the research limitations explained earlier. However, to my knowledge, no other similar studies have been conducted, either in Taiwan or in China, along the lines described here. Accordingly, it is hoped that the study offers some useful insights into the conceptualisation and practice of affective education in the primary phase in a Chinese context, and provides a helpful framework for further investigations.

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Appendix A

List of School Observed

Taiwan

(From November 2000 to December 2001)

Interview Code	Visit Date	School Code	School Size (Pupil)	Distinctive Feature	Interviewed with School head?	Numbers of Interviewed Teacher	Numbers of Interviewed Pupils	Observed Session Code
1-01	18/10/01	TTP1	3300 up	Life Education	Y	4	5	Life Education session (1-01-1) Language (1-01-2)
1-02	09/11/01	TTP2	2000 up	School guidance	Y	4	5	Guidance (1-02-1) English (1-02-2)
1-03	04/06/01	TTC1	1500 up	Curriculum Reform	N	4	6	Language (1-03-1) Guidance (1-03-2)
1-04	11/06/01	TTC2	1100 up	Pottery	Y	4	5	Language (1-04-1) Art (1-04-2)
1-05	14/12/00 15/12/00	TKH1	2500 up	Science and Art	N	4	6	Science (1-05-1) Music (1-05-2)
1-06	28/11/00 29/11/00	TKH2	900 up	Curriculum Reform	Y	4	3	Art (1-06-1) Guidance (1-06-2)
Notes								

List of School Observed

China

(From March 2001 to May 2002)

Interview Code	Visit Date	School Code	School Size (Pupil)	Distinctive Feature	Interviewed with School head?	Numbers of Interviewed Teacher	Numbers of Interviewed Pupils	Observed Session Code
1-07	21/03/01	CNK1	1680 up	Pottery Harmony Education	Y	4	3	Art (1-07-1) English (1-07-2)
1-08	26/03/01	CNK2	2200 up	Creative Education	Y	5	5	Calligraphy (1-08-1) Mandarin (1-08-2)
1-09	11/04/01	CWH1	1600 up	Moral Education	Y	4	4	Music (1-09-1) English (1-09-2)
1-10	26/04/01	CWH2	1500 up	Success Education	Y	3	3	Class Assembly (1-10-1)
1-11	20/05/02	CBJ1	1900 up	Moral Education	Y	4	3	English (1-11-1) Mandarin (1-11-2)
1-12	23/05/02	CBJ2	1800 up	Mental Health Education	Y	3	2	Mental Health Education (1-12-1) Comprehensive Activity (1-12-2)
Notes								

Appendix B

List of Interviewees of First Round of School Visits and Interviews Taiwan

(From May 2000 to December 2001)

Visit Code	School Code	Interviewee Code	Grade	Sex	Status	Experience
1-01	TTP1	TTP1-0		M	Headteacher	16-20
		TTP1-1		M	Head of Guidance office	16-20
		TTP1-2		F	Guidance Teacher	6-10
		TTP1-3	5 th	F	Class Teacher	1-5
		TTP1-4	6 th	F	Class Teacher	6-10
		TTP1-5	5 th	M	Pupil	
		TTP1-6	5 th	M	Pupil	
		TTP1-7	5 th	F	Pupil	
		TTP1-8	6 th	F	Pupil	
		TTP1-9	6 th	F	Pupil	
1-02	TTP2	TTP2-0		F	Headteacher	11-15
		TTP2-1		F	Guidance Teacher	11-15
		TTP2-2	5 th	M	Class Teacher	1-5
		TTP2-3	5 th	F	Class Teacher	6-10
		TTP2-4	6 th	F	Class Teacher	11-15
		TTP2-5	5 th	M	Pupil	
		TTP2-6	5 th	F	Pupil	
		TTP2-7	5 th	F	Pupil	
		TTP2-8	6 th	F	Pupil	
		TTP2-9	6 th	F	Pupil	
1-03	TTC1	TTC1-1		F	Head of Guidance Office	20 up
		TTC1-2	6 th	M	Class Teacher	6-10
		TTC1-3	5 th	F	Class Teacher	6-10
		TTC1-4	6 th	F	Subject Teacher (English)	1-5
		TTC1-5	5 th	F	Pupil	
		TTC1-6	5 th	F	Pupil	
		TTC1-7	5 th	M	Pupil	
		TTC1-8	6 th	M	Pupil	
		TTC1-9	6 th	F	Pupil	
		TTC1-10	6 th	F	Pupil	

APPENDIX B

Visit Code	School Code	Interviewee Code	Grade	Sex	Status	Experience
1-04	TTC2	TTC2-0		F	Headteacher	20 up
		TTC2-1		F	Guidance Teacher	11-15
		TTC2-2	5 th	F	Class Teacher	6-10
		TTC2-3	5 th	M	Class Teacher	16-20
		TTC2-4	5 th	M	Pupil	
		TTC2-5	5 th	F	Pupil	
		TTC2-6	6 th	F	Pupil	
		TTC2-7	6 th	F	Pupil	
		TTC2-8	6 th	F	Pupil	
1-05	TKH1	TKH1-1		F	Guidance Teacher	6-10
		TKH1-2	5 th	M	Class Teacher	6-10
		TKH1-3	6 th	F	Class Teacher	11-15
		TKH1-4		F	Subject Teacher (Music)	16-20
		TKH1-5		M	Subject Teacher (Science)	16-20
		TKH1-6	5 th	M	Pupil	
		TKH1-7	5 th	M	Pupil	
		TKH1-8	5 th	F	Pupil	
		TKH1-9	5 th	F	Pupil	
		TKH1-10	6 th	M	Pupil	
		TKH1-11	6 th	F	Pupil	
1-06	TKH2	TKH2-0		M	Headteacher	11-15
		TKH2-1	6 th	M	Class Teacher	20 up
		TKH2-2	6 th	F	Class Teacher	6-10
		TKH2-3	5 th	F	Class Teacher	11-15
		TKH2-4		F	Subject Teacher (Art)	11-15
		TKH2-5	5 th	M	Pupil	
		TKH2-6	6 th	M	Pupil	
		TKH2-7	6 th	F	Pupil	
Note						

List of Interviewees of First Round of Interviews

China

(From March 2001 to May 2002)

Visit Code	School Code	Grade	Interviewee Code	Sex	Status	Experience
1-07	CNK1		CNK1-0	M	Headteacher	20 up
			CNK1-1	F	English Teacher	1-5
			CNK1-2	M	Mandarin Teacher	15-20
			CNK1-3	M	Computer Teacher	1-5
			CNK1-4	F	Art Teacher	6-10
		5 th	CNK1-5	F	Pupil	
		6 th	CNK1-6	F	Pupil	
		6 th	CNK1-7	M	Pupil	
1-08	CNK2		CNK2-0	M	Headteacher	16-20
		5	CNK2-1	F	Mandarin & Class Teacher	10-15
			CNK2-2	M	Mandarin Teacher	16-20
			CNK2-3	M	Math Teacher	6-10
			CNK2-4	F	Art Teacher	6-10
			CNK2-5	F	English	1-5
		5 th	CNK2-6	F	Pupil	
		5 th	CNK2-7	M	Pupil	
		6 th	CNK2-8	F	Pupil	
		6 th	CNK2-9	F	Pupil	
		6 th	CNK2-10	M	Pupil	
1-09	CWH1		CWH1-0	M	Headteacher	20up
			CWH1-1	F	English Teacher	1-5
			CWH1-2	F	Music Teacher	6-10
			CWH1-3	F	Dance Teacher	6-10
			CWH1-4	M	Computer Teacher	1-5
		5 th	CWH1-5	M	Pupil	
		6 th	CWH1-6	F	Pupil	
		6 th	CWH1-7	F	Pupil	
		6 th	CWH1-8	M	Pupil	

APPENDIX B

Visit Code	School Code	Grade	Interviewee Code	Sex	Status	Experience
1-10	CWH2		CWH2-0	M	Headteacher	20up
			CWH2-1	F	Party Secretary	20up
			CWH2-2	F	English Teacher	1-5
			CWH2-3	M	Math & Class Teacher	6-10
		5 th	CWH2-4	F	Pupil	
		5 th	CWH2-5	M	Pupil	
		5 th	CWH2-6	M	Pupil	
1-11	CBJ1		CBJ1-0	M	Headteacher	20up
			CBJ1-1	F	English Teacher	6-10
			CBJ1-2	F	Mandarin Teacher	6-10
			CBJ1-3	F	Math & Class Teacher	10-15
			CBJ1-4	M	Computer Teacher	1-5
		5 th	CBJ1-5	F	Pupil	
		6 th	CBJ1-6	F	Pupil	
		6 th	CBJ1-7	M	Pupil	
1-12	CBJ2		CBJ2-0	F	Headteacher	20up
			CBJ2-1	F	English & Class Teacher	10-15
			CBJ-2-2	F	Mandarin Teacher	6-10
			CBJ2-3	F	Science Teacher	10-15
		6 th	CBJ2-4	F	Pupil	
		6 th	CBJ2-5	F	Pupil	
Note						

Appendix C

List of Interviewees of Follow-up Interviews

Country	Interview Code	Interviewee Code	Status	Professional Field
Taiwan	2-01	TTP1-2	Guidance Teacher	
	2-02	TTP2-0	Headteacher	
	2-03	TTC1-1	Head of Guidance Office	
	2-04	TKH2-4		
	2-05	TKH2-1		
	2-06	TKH1-4		
	2-07	P1	Researcher	Curriculum Reform
	2-08	P2	Academics	Life Education
	2-09	P2	Academics	Curriculum Reform
	2-10	P3	Teacher	
	2-11	P4	Guidance teacher	
	2-12	P5	English Teacher	
China	2-13	CNK2-0	Headteacher	
	2-14	CWH1-1	English Teacher	
	2-15	CBJ2-1	English & Class Teacher	
	2-16	P6	Academics	Curriculum Reform
	2-17	P7	Academics	Curriculum Reform
	2-18	P8	Academics	Moral Education
	2-19	P9	Academics	Moral Education
	2-20	P10	Academics	Moral Education
Note				

Appendix D

Observation Sheet 1

Class Session Observation Sheet		No
Date:		
School:		
Class Name:		
Class Size:		
Subject of Observation:		
Time:		
Process Description	Observation	Further Comment
Notes:		

Observation Sheet 2

[illegible]

Appendix E

Interview Questions for Headteacher

1. Personal details: gender, age, number of years in the professionl.
2. School Information: School size, background, catchments
the curriculum or activity which represents the distinctive feature of the school
3. What is your understanding of the term ‘affective development’?
4. Do you think it is necessary to deliver affective education in primary education?
What is your perceptions towards affective education?
5. Does your school’s statement of aims or policy related to affective education?
6. How are these aims or policy delivered into daily schooling? Through which
teaching methods or activities?
7. Do you know how teachers, pupils and parents feel about these affective aims,
policy and activities?
8. Does school encounter particular difficulty or problem to deliver affective
education?

Interview Questions for Teachers

1. Personal details: gender, age, number of years in the profession.
2. Have you ever heard about ‘affective education’?
3. In your view, what is affective education? How do you define affective education?
4. Do you agree with the working definition of affective education in this study?
Why?
5. Do you find it necessary to deliver affective education in primary education? Why?
6. In your view, what qualities does affective education aim to equip pupils with?
7. How is the development of pupil’s affective development in year 5 & 6 in the primary education today?
8. In your view, how can affective elements be translated into primary education?
Either at school level and class level?
9. **(To Guidance Teacher)** What are the functions, services, responsibilities and activities of guidance staff that are related to pupil’s affective development?
10. How is pupil’s feedback or reaction towards these initiatives or activities?
11. In your view, how is the efficacy that these initiatives can change or influence pupil’s affective development? What, if any, are these changes or influences?
12. Apart from these whole-school approach, in your view, as an individual teacher or school do to enhance pupil’s affective development?
13. In your experience, what are the resources needs or supports that teacher’s need most in relations to the delivery of affective education?
14. In your experience, what are the difficulty that teachers face everyday.
15. What is the relationship between affective education and ongoing reforms?
16. Do you think that affective education is closely related to Life education?
17. Is there anything else you would like to say about the affective work you do and/or affective education in general?

Interview Questions for Students

1. Personal details: gender, age.
2. How do you feel about your school? Do you like your school?
3. What do you like or dislike about your school?

Appendix F

Example of Coding Procedure

Extract of the statements of No.8 question from the interview with teacher TKH1-4

Interview Question	Preliminary Code	Statement	Comment
How can affective elements be translated into primary education?	All aspects of Schooling	I think affective education is quite implicit and can be integrated into all aspects of every schooling...teachers do not need to preach to pupils about how to be an 'affective' individual, because pupils just get bored of these preaches...I think the best way is to integrate affective	This might be one of the difficulties for teacher to conduct affective education
	Teaching process	elements into every aspect of teaching process, and slowly pupils can feel it and be influenced...for example, I usually keep a very close relationship with my pupils, although I do not try to highlight the importance of affective education through words or subjects, I believe pupils can feel my love and care to them...I take care of each of them and consider their individuality...I think once teachers can integrate affective elements into their attitudes and belief towards teaching, pupils can just feel it...the	
	Teacher's Attitude	students from nearby community are not very good quality and very often have behavioural problems, because the catchment is a relatively poor area...a significant proportion of residents are blue-collar class, so are our students...especially some pupils with behavioural problems like to hang out with junior high school students with the same problems in the parks nearby, very often they just cause problems, so it is kind of difficult for teachers in our school to manage class	
	(Catchment influence)		

	<p>Teacher's Attitude</p> <p>(Teacher's heavy workload)</p> <p>(Irresponsible parents)</p> <p>Teacher's attitude</p>	<p>with this type of pupils...but I think once you have love and patience to pupils, it shouldn't be a big problem, what really matters is teacher's attitude towards teaching and pupils...there used to be a pupil in my class who just habitually truanted from schools, but in the end he was really changed by a guidance teacher in our school. That guidance teacher was far more patient and caring than I am...you know it is just difficult for me since I was a class teacher and I had too much teaching workload, but he was so patient that he went to pupil's house everyday, and communicated with him and his family...he never stopped doing so until the pupil came back to school...he kind of devoted himself totally to pupil's issues and problems, and in the end, this truant pupil was really changed and moved... when the kid came back to school, I was so moved and I realised how much the guidance teacher tried because I once tried to contact the pupil's father but even the father was irresponsible and could not do anything about that kid, and the guidance teacher just changed him... actually kinds are not that bad, awful or naturally born rebel; I believe that no matter how defiant and disobedient the behaviours pupils display to their teachers, as long as teachers keep up a loving, caring and patient attitude towards them, sooner or later some changes will occur in these pupils ...I have to admit that some pupils are really good at giving teachers a hard time...and sometimes different discipline strategies need to be adopted to deal with different</p>	<p>This might be one of the difficulties for teacher to conduct affective education</p> <p>This might be one of the difficulties for teacher to conduct affective education</p>
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	Teacher's Attitude	<p>is very important to pupils...and in the end of the semester, we normally have a meeting with these volunteers suggesting various aspects that they can try to improve, you know, communication...and I think what they are doing is quite acceptable for pupils, of course it might not produce rapid effects, because nothing can be hurried concerning pupil's affective development, but <u>I believe pupils have been more or less influenced...I think what matters is that as an educator, we need to realise what we need to deliver to pupils in the classroom, math, English or science? Or their character and the love to their life? I think it is definitely the latter one.</u></p>	
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